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ABSTRACT

The evaluations of the Summer Program and Phase II of Project C.H.I.L.D. are provided in this final report of the project. The objectives of the project were to: (1) improve the behavior of preschool children enrolled in the project; (2) increase the ability of teachers and parents to objectively evaluate the status and growth of children; (3) develop parental attitudes that are favorably disposed towards presentations designed to help them better understand themselves and their children; (4) develop parental attitudes that are favorably disposed towards the project as a whole; and (5) evaluate each of these objectives, numerical and Likert-type rating scales were developed, which included measures of a Behavior Check List for Teachers and Parents, a Speaker Evaluation Form for parents, and a Final Evaluation parent form. The evaluation of each of these objectives is provided for the Summer Program in the first section of the report. In the second section of the report, the objectives of Phase II of the project are evaluated. These objectives were to: (1) increase the parents' bank of knowledge on means to assist their children to become more successful in school; (2) assist, through teacher and parent training, children in building a stronger self-image and other social-emotional skills; (3) develop a core of elementary teachers trained in methods of interaction in Early Childhood Education and increase their ability in identifying and implementing strategies to handle classroom problems. The report contains numerous tables, charts, and forms. (For related document, see TM 003 097.) (DB)

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ED 080580

FINAL REPORT

COMBATTING HUMAN INADEQUACIES AND LEARNING DISORDERS

Project C.H.I.L.D.

Mr. Charles A. Blick
Project Director
August 1972

Board of Directors
Tahoma School District #409
Maple Valley, Washington

TM 003 096

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TAHOMA SCHOOL DISTRICT NO. 409

1971 TITLE III EVALUATION (SUMMER PROGRAM)

The objectives of Project C.H.I.L.D. are:

1. To improve the behavior of children enrolled in the Project;

2. To increase the ability of teachers and parents to objectively evaluate the status and growth of children;

3. To develop parental attitudes that are favorably disposed towards presentations designed to help them better understand themselves and their children;

4. To develop parental attitudes that are favorably disposed towards the Project as a whole;

5. To evaluate each of these objectives, numerical and Likert-type rating, scales were developed. These scales included measures of each of the following:

   (a.) a Behavior Check List for Teachers and Parents;*

   (b.) a Speaker Evaluation Form for parents; and

   (c.) a Final Evaluation parent form.

OBJECTIVE 1: TO IMPROVE THE BEHAVIOR OF CHILDREN ENROLLED IN THE PROJECT

This objective was evaluated by asking both parents and teachers to respond to a twenty-item questionnaire measuring such aspects of child development as Input Training (ability to learn quickly, good attention span, ability to distinguish differences, ability to understand emotions; Concept Development (ability to understand complex ideas, clear grasp of reality, ability to rank order objects, understand numbers and number processes, recognizes letters, uses appropriate vocabulary, understands himself and his reaction with others); and Expressive Skills (uses complete sentences appropriately, has well-developed vocabulary, uses appropriate gestures in expressing himself, cares for himself efficiently such as in dressing and cleaning, ability to coordinate small muscle movements such as in tracing and coloring, has positive outlook on life and on his own abilities, gets along well with others of his own age, gets along well with adults, and generally is well prepared for school).

*Appendix - Contains an example of the Behavior Check List for Teachers and Parents.

Behavior improvement was evaluated in a number of different ways. Most directly, it was desirable and necessary to determine what gains were realized by those children participating in the Project. Table 1 presents the means, standard deviations and t - ratios of the teacher ratings before and after the program began.

It should be noted that Table 1 was prepared by converting ratings from a scale with a range of +3 to -3 to a 7-point scale as follows:

Original Scale	Converted Scale	Maximum Points	
+3	7	140	Most Favorable
+2	6	120	
+1	5	100	
0	4	80	Average
-1	3	60	
-2	2	40	
-3	1	20	Most Unfavorable

Thus, the maximum mean score for any of the six teachers would be 7n where n=number of items (20 per student) or a value of 140; average would be 4n or 80; a minimum would be 20.

From Table 1 it can be seen that the average initial rating made by each teacher was at least at an average value, the lowest mean rating being 80.50 for Teacher 2. The highest initial rating was 99.00 for Teacher 3. The grand mean rating over all six teachers was 86.18 or approximately an average item rating of 4.31. At least as perceived by the teachers, the students generally were rated as average when they entered the program. Only 23 students out of the 68 (2 papers had incomplete data and were not included) had initial ratings below 80.

Because the Behavior Check List for Teachers and Parents is a continuous graphic scale, it is possible to respond to categories between any two rating points. Where a mark was clearly closer to one value than to its contiguous category, the item was scored as if the respondent had marked the closest category; however, where marks were equidistant, the flip of a coin determined which of the two values would be recorded.

Table 1 also shows the mean ratings by teachers at the end of the program. Teacher 5 reported the greatest amount of gain (7.67 ponts) against a low of an increase of 4.00 reported by Teacher 1. However, the rank-order correlation between teachers' rankings on pre and post forms was 1.00 indicating that teachers who tended to rank either high or low initially, continued this practice on the post evaluations.

The t-tests (for correlated groups) are presented in Table 1 for each of the six teachers. All groups showed significant improvement except for Teacher 1 where differences are not statistically significant at the.05 level. For all six teachers combined, the t-test was 7.59, a highly significant different ($P < .01$).

Tables 2 through 7 provide further information concerning gains and losses made by each student in the six classes. Columns headed "Differences in Means" represent the differences in mean ratings obtained for each student by subtracting the pre-mean from post-mean values. Negative t- values indicate that students were rated lower at the end of the program than at the beginning.

Table 8 summarizes the gains and losses, both significant and non-significant, by teacher and for the total group. Some 47% of the students made gains that were statistically significant whereas only 1 case showed a significant decline; 32% showed some improvement, but not enough to be statistically significant; 12% or 16 students showed a non-significant loss; and 5 students (7%) neither gained nor lost. Some 79% of the students, therefore made some gain and only 9 students (13%) showed any loss.

Still another way to examine the data is to evaluate how students were rated on each of the 20 items on the Behavior Check List. The means and standard deviations of item responses by teacher are presented in tables 9 through 14. Again, it whould be recalled that the Behavior Check List contains 20 items and that all negative ratings have been eliminated by adding 4 points to the original category numbers thus yielding a revised scale with +7 as a maximum for each item and +1 as a minimum.

For Teacher One (see Table 9), the lowest pre and post-rating occurred on item 11 of the Behavior Check List (understanding emotions; the highest pre and post-ratings was on item 3 (distinguishes differences). Parents, on the other hand, rated item 2 lowest (flighty attention) and item 19 highest (gets along with adults). Tables 10 through 14 summarize item means and standard deviations for teachers (both post and pre-ratings) and for parents.

Table 15 is a summary of the item responses over all six teachers. In general, teachers at the outset of the program believed that students were weakest in understanding emotions (item 11) and highest in understanding concepts of order (item 11). Parents, in contrast, believed that the inability to express oneself (item 10) was the weakest characteristic of their children while the ability to distinguish differences was most readily perceived by their children (item 3). It should be noted that the minor discrepancies between the total means presented in Table 15 and in Table 1 occur because of the differences in numbers of cases for whom data were available.

OBJECTIVE 2: TO INCREASE THE ABILITY OF TEACHERS AND PARENTS TO OBJECTIVELY EVALUATE THE STATUS AND GROWTH OF CHILDREN:

This objective is closely related to the first but refers

more specifically to the agreement between teachers and parents. Tables 9 through 15 indicate the means and standard deviation of item responses for teachers and for parents but the degree of agreement or disagreement is examined more closely for this second objective by examining Tables 16, 17, and 18.

Table 16 shows the median correlation coefficients between pre and post-ratings of students by teachers and for all six teachers combined. Teacher Six, for example, tended to rate students in essentially the same rank order both on pre and post measures, except for Student Eight where the correlation is slightly negative. The median correlation between pre and post-rankings by teachers on the Behavior Check List was .738 indicating a high degree of stable ratings.

Table 17 presents the median correlations between pre-measures of teachers and pre-ratings by parents on the Behavior Check List. In many ways, this is a crucial test of this second objective since it directly compares the perceptions of parents and teachers at the initial stage of the program. Here it can be seen that the median correlation is only .171 indicating a general lack of agreement between parent and teacher perceptions of the children's behaviors. The ranges of these correlations vary from -.331 to .747 suggesting some disagreement among teachers and parents for some children but rather high agreement for others. It should be noted that the value of N also is somewhat lower in Table 17 than in Table 16. This occurred because six of the parents either failed to rate their children or because ratings were invalidated.

These correlations cannot, of course, indicate whether the teachers or the parents were evaluating students more accurately but merely the extent of agreement or disagreement. Table 15 clearly indicates that parents tended to rate their children much higher than did the teachers, at least on the pre-measures. However, since post ratings by parents were not available, it is not possible to compare the pre and post-correlations for parents and teachers.

Table 18 indicates the correlations obtained by parents (pre) and teachers (post). The median correlation over all six teacher and parents was .277 indicating slightly more agreement was obtained when parents' initial responses were compared with the teachers' responses at the end of the program. Furthermore, the data shows that the mean ratings over 20 items for teacher (post) ratings was extremely close to the initial responses of parents, 92.74 and 92.63, respectively.

Tables 16, 17, and 18 do not, of course, present any data regarding the extent of agreement between parents and teachers for any specific child. Tables 19 through 24 were designed to provide specific information on extent of agreement (or disagreement) between pre and post-ratings by teachers, teacher pre-and parent-post evaluations, and teacher post- and parent-pre ratings for each student in each of the six groups.

Table 19, for example, indicates the degree of agreement or disagreement between Teacher One and the parents in her group as they both evaluated the children on the Behavior Check List. Initially, the parent and teacher of Student One agreed substantially (r =.731) on their responses to the twenty items of the Behavior Check List; at the end of the program, the correlation between their responses was even closer (r =.831); and the correlation between the teacher's pre- and post-judgments of Student One was .883. A correlation of zero would mean that parent and teacher agreed by chance only, and negative correlations indicate various degrees of disagreement. Similar types of interpretations may be made for Tables 20 to 24 which present the same information except for Teachers Two to Six.

About two thirds (41 out of 62) of the correlations presented in Tables 19 to 24 which compare teacher-parent pre-data correlations with teacher-post and parent-pre correlations are higher in the latter group. This is further evidence that at the end of the program teachers agreed with parent evaluations to a much greater degree than they did at the beginning of the program. Unfortunately, no data are available that allow a comparison with parent evaluations of their children at the end of the program. It appears (see Table 15) that teachers tended to rate children lower than did the parents at the beginning of the program, but that at the end of the program the later perceptions of the teachers tended to agree more with the pre-evaluations by the parents.

Another way of examining the relationships between teacher and parent perceptions of the children is to run t-tests between the mean ratings of these two groups. Tables 25 presents these pre-data for each teacher and for the group as a whole. No significant difference is found between the mean ratings for Teacher One and the parents of children in her group. In all other instances, there are highly statistically significant differences between parent and teacher pre-evaluations. Teacher Three was the only one to assign higher initial ratings to students than did the parents, and this difference was significant at the .01 level. Teachers Two, Four, Five, and Six consistently rated the pupils lower as compared to the parent ratings. When data from all six groups were combined (see Total on Table 25), t= -3.05; with df=59, the difference was highly in favor of lower initial ratings by teachers than parents.

Table 26 presents a comparison of the parent mean ratings obtained at the beginning of the program and ratings obtained by the teachers at the end. Contrasting this Table with Table 25 provides further substantiation of the hypothesis that teachers tended to rate students low at the beginning of the program in comparison to the parents' ratings but that these differences were reduced to zero (except for Teacher Three) at the end of the Program. However, the lack of data on parent perceptions at the end of the Program makes it difficult to fully substantiate this hypothesis.

OBJECTIVE 3: TO DEVELOP PARENTAL ATTITUDES THAT ARE FAVORABLY DISPOSED TOWARDS PRESENTATIONS DESIGNED TO HELP THEM BETTER UNDERSTAND THEMSELVES AND THEIR CHILDREN.

This objective was evaluated by constructing a semantic differential-type rating scale for each of the five speaker presentations. The concept being evaluated was "Your conception of this session." Parents were asked to indicate their reactions to bipolar traits on an eight-point numerical scale where 1 always signified a favorable aspect of the presentation, 4 was neutral, and 8 was the most negative response. The Appendix contains an example of the Speaker Evaluation Form.

An examination of Table 27 indicates that Speakers Two and Three received extremely high ratings by attending parents--the average being about half-way between the two most favorable categories. However, Speaker Three received a few more extremely negative responses (category 8) than did the second speaker, and this is reflected in the increased standard deviation. Still, it should be pointed out that Speaker Three had the largest number of parents at the session which might account for the greater variability in response.

No speaker received an average rating of more than 2.0 points (high points are unfavorable), and the mean rating over all five speakers was 1.699. Considering the small standard deviation of responses for Speaker Two and the highly favorable mean rating (1.506), this was probably considered to be the best presentation followed very closely by Speaker Three, and then by Speakers Five, Four, and One, respectively. However, even Speaker One was considered to be excellent. Thus, each speaker was rated very highly by the parents.

Parent comments were also encouraged by asking three questions on the Speaker Evaluation Form:1-How might this session have been improved; 2-What was the most important idea you received from this session; 3- What was the least important idea you received from this session.

Table 28 summarizes the comments of the parents to Session One. Most parents chose not to respond to any of these questions, and of those who did, question three, in particular, seemed to evoke the fewest responses. Question two, in contrast, led to a great variety of different responses, but many were so brief that interpretation was very difficult. None-the-less, the two points brought out most often were that the early years of development were most important for mothers and that children are unique. The remaining responses were extremely general and could not be categorized more specifically. Of the 12 persons responding to question one, 8 responded that either it was too hot in the room or that the program should start on time.

Table 29 contains the responses of the parents to Session Two. Again, the pattern of responding was similar to the first session's. Thirty-three out of 42 parents gave no response to the first question concerning how the session might have been improved; 5 stated the session was excellent; 1 wanted the session to begin on time; 2 wanted to talk to more parents; and 1 wanted an outline of the speaker's presentation.

Question two (most important idea) for the second session led to a great variety of responses. Twenty-three chose not to respond; 5 persons stated the main idea of the session to be the value of praise; another 5 believed the purpose of the session was to ask children better questions; and 9 had very general responses that could fit into no specific category.

Question one in Table 30 concerns methods of improving Session Three. Of the 58 parents attending, 39 did not respond to the question; 7 indicated that the presentation was excellent or needed no improvement; 3 persons each wanted the temperature in the room lowered, for parents to be given more time to talk, and for the ideas to be explained more clearly; 1 suggested having more time; 1 wanted a larger attendance; and 1 suggested not having the same session again.

Question two for Session Three had 33 parents not responding with 12 others believing the main point of the presentation was to improve oneself to see changes in others; another 7 persons mentioned the importance of love; 5 papers could not be categorized ("humans are neat," "imprint," etc.); and one person believed that the most important aspect of the presentation was that attendance was manditory on her(his) part if the child was to continue in the program.

Forty-eight persons did not respond to question three; 4 more believed that everything about the program was fine; and the remaining responses had frequencies of only one each.

Table 31 includes the responses of parents to the fourth session. This session seemed to encourage more common responses among parents than did the others although many still did not respond to any of the questions. Sixteen parents, for example, out of the 23 present, did not respond to question one; 4 wanted more time to talk to teachers about individual children; and 1 each wanted more parents to come, or believed that they should have been informed about the topic to better prepare questions, or to lower the classroom temperature.

On question two, 16 parents did not respond, and of the remaining 7, there were 6 who thought the main idea was feedback on their own children. One parent stated that the most important idea learned was that parents are trained by their children.

Nineteen parents did not respond to question three, and two more believed that everything was important and one parent stated that the least important thing learned was the need for reinforcement.

Table 32 reports the results of the parental written responses to Session Five. On question one, 30 parents did not respond out of a total of 37; 4 wanted more time for questioning by the audience; and one each wanted to start sooner after the coffee break, to have more parents attend, and to fix the road leading to the school.

On Question two, 24 parents did not respond; 9 indicated that the purpose of the session was to learn to ignore undesirable behavior rather than punish the child; 2 persons referred to the types of services that are avilable to help children with handicaps; 1 believed the purpose of the session was to point out that tax money was being used incorrectly; and one stated that the session was designed to teach parents to carry out threats to children.

The third question was not answered by 33 out of the 37 parents; an additional 3 stated that everything was important; and 1 felt that the least important aspect of the presentation was the emphasis on not correcting a child when he did something wrong.

An examination of the parent written responses as summarized on Tables 28 to 32 indicates that most of the parents did not express their beliefs. Of those who did, many of the comments will not prove to be of much value in planning for additional speakers in the future. None-the-less, there were some excellent suggestions given, especially when the parents were not asked to indicate negative comments. Certainly it was the second question that encouraged parents to evaluate what they had heard.

OBJECTIVE 4: TO DEVELOP PARENTAL ATTITUDES THAT ARE FAVORABLY DISPOSED TOWARDS THE PROJECT AS A WHOLE.

The fourth objective of Project C.H.I.L.D. was evaluated by asking parents to complete a Final Evaluation Form (See Appendix) which consisted of 5 Likert-type items. In all instances, option A was the most favorable and option D the least favorable. To be consistent with other instruments developed for this Project, option A was accorded 1 point, B was given 2 points, etc. Tables 33 and 34 summarize the responses to the Final Evaluation Form for parents of the Pre-Kindergarten sample and Pre-First Grade sample, respectively.

Table 33, item 4 ("After being involved with Project C.H.I.L.D. during the summer of 1971, I feel that the overall program was:") was perceived most favorably by parents in the Pre-K Group followed by item 5 ("This is the last summer in which Project C.H.I.L.D. will receive Federal support. Continuation of the program, next summer, will require the use of local funds. As a parent, I feel that the school board and administrators should consider its continuation:"), Item 1 ("As a result of Project C.H.I.LD., my knowledge of human development and child rearing practices in general has:"), item 2 ("As a result of Project C.H.I.L.D., my knowledge concerning the social, emotional, and educational abilities of my hild has:"), and finally, by item 3 ("As a result of Project C.H.I.L.D., I feel that my child's social, emotional, and educational abilities have:"). The means are 1.100, 1.241, 1.724, 1.800, and 2.069, respectively with the overall mean being 1.585. Some 84% of the parents responded to options A and B (highly favorable) and no parent responded to any of the five items by checking option D (highly unfavorable). As far as the parents of the Pre-K Group is concerned, therefore, Project C.H.I.L.D. is perceived by them in a most favorable light.

The responses of the parents of the pre-first graders are summarized as these parents tended to evaluate Project C.H.I.L.D. somewhat higher than did the parents of those children enrolled in the Pre-K Group. Again, it appears as if the weakest part of the Program was elicited by item 3 (increase in emotional, social, and educational abilities). Parents saw items 4 and 5 as being equally favorable (means = 1.136). The rank orders of items rated by the parents in the two groups are almost identical--what is perceived as valuable for the one group was seen as valuable by the other. The greatest difference in the responses of the two groups occurred on item 1 which yielded a mean difference of .315 in favor of the Pre-K parents. Since these parents are probably a younger and less experienced group, the advantages of Project C.H.I.L.D. in increasing their knowledge of human development and child psychology over the more experienced group seems obvious.

Of the 30 parents who responded to the Final Evaluation Form (Pre-K Group), 8 or about 27% made no written comments at all. Eighteen commented favorably about different aspects of the program such as:

-My girl is more aware of things around her.
-Every school district should have a program like this all the time.
-I no longer slap my children..but tell them how I feel.

-My child learned to get along better with himself and friends.
-This was very important for my child.
- The speakers and their ideas made me stop and think about the way I react to my children and their everyday problems.
-I have good feelings about the program; new insights--personal.

The four parents who made suggestions or who had negative feelings responded to the program in the following way:

-A longer session would have been more beneficial.
-I think it would be a much more important program if you could reach some of the children whose parents don't have time or the interest to bring them.
-The only suggestions concern external problems: possibly a list, program phone number or such to formulate car pools; more publicity prior to the sessions..., possibly an outline on the parent's [sic] meetings.
-It was an interesting program, but I don't feel it is important enough to be continued by local funds. I feel the funds could be better used to lower the student-teacher ratio.

Of the 22 parents comprising the Pre-1st Group, 8 parents (36%) made no written comments on the Final Evaluation Form. Some o the typically favorable comments made by parents included the following:

-Speakers were well chosen.
-I have a more open mind about my child's abilities. I don't expect so much.
-The Program should definitely be continued.
-My child seems to look forward to going to school more than he did.
-

Only one parent had any comments that could be judged as negative. This parent seemed to have had a good deal of understanding about her (his) child prior to the training sessions, and therefore only had expectations confirmed. Another parent had only favorable comments to make but offered some suggestions for persuading the Board of Education to continue the local financing of Project C.H.I.L.D.

1971 PROJECT C.H.I.L.D.

TEACHER/STUDENT LISTING FOR SUMMER

Teacher 1 (Owens)

1 J Bell
2 T Berry
3 J Gordon
4 B Hunt
5 J Karowski
6 K Leickem
7 B Lucy
8 T Paris
9 B Slette
10 N Steffins
11 T Timmerman

Teacher 2 (Boren)

1 S Boswell
2 M Berg
3 D Brown
4 V Hayes
5 K Johnston
6 J Kamp
7 T Landin
8 W Pervier
9 C Plattner
10 B Stevenson
11 M Thomas
12 C Whalen

Teacher 3 (Morrow)

1 K Brood
2 N Gramradt
3 M Horne
4 J Hubbard
5 C Huffman
6 N Morgan
7 L Owens
8 D Palmers
9 S Smith
10 T Whitcraft

Teacher 4 (Fite)

1 B Bodwell
2 G Coaly
3 G Hanson
4 C Henninger
5 L Lewis
6 S Marshall
7 T Mitts
8 T Parish
9 L Quinnett
10 J Sundrall
11 D Whitcraft
12 J Wilson

Teacher 5 (Nykland)

1 D Brawford
2 G Donaldson
3 J Fatland
4 K Johnson
5 R Lallent
6 M Luey
7 J Nicolai
8 T Pascoe
9 J Ruffle
10 R Sutcliffe
11 B Walsh
12 D Whiting

Teacher 6 (Morgan)

1 A Farrell
2 C Henninger
3 J Jones
4 D Mitts
5 L Paris
6 R Robertson
7 H Strain
8 S Todd
9 B Tongue
10 E Van de Brake
11 L Wald

TABLE 1

PRE AND POST MEANS AND t-TESTS FOR EACH OF THE SIX PARTICIPATING TEACHERS USING THE BEHAVIOR CHECK LIST

Teacher	N	Post Means	Pre Means	Diffs. (Means)	SE Diff.	t	df	P
1	11	95.09	91.09	4.00	3.32	1.21	10	NS
2	12	86.92	80.50	6.42	2.01	3.19	11	∠.0
3	10	105.90	99.00	6.90	1.37	5.04	9	∠.0
4	12	89.67	83.42	6.25	2.52	2.48	11	∠.0
5	12	88.75	81.08	7.67	1.86	4.12	11	∠.0
6	11	91.00	84.36	6.64	2.30	2.89	10	∠.0
Totals	68							
Grand Means		92.50	86.18	6.32	.83	7.59	67	∠.0

TABLE 2

MEAN ITEM SCORES OBTAINED BY EACH STUDENT (N=11) AS DETERMINED BY PRE AND POST RATINGS BY TEACHER ONE

Degrees of Freedom = 19

Student	Post Mean	Pre Mean	Difference In Means	t	P
1	5.3	4.8	.5	3.58	$<.01$
2	2.8	2.3	.5	3.94	$<.01$
3	6.7	6.4	.3	3.56	$<.01$
4	4.1	3.9	.2	2.03	NS
5	3.9	4.3	-.4*	-3.20	$<.01$
6	5.2	5.4	-.2*	- .68	NS
7	4.5	5.2	-.7*	-1.67	NS
8	3.8	3.7	.1	.81	NS
9	4.1	4.1	0	.00	NS
10	6.6	5.9	.7	5.48	$<.01$
11	4.8	4.5	.3	1.38	NS

* = Lower ratings on post evaluation
NS = Not Significant

TABLE 3

MEAN ITEM SCORES OBTAINED BY EACH STUDENT (N=12) AS DETERMINED BY PRE AND POST RATINGS BY TEACHER TWO

(Degress of Freedom = 19)

Student	Post Mean	Pre Mean	Difference In Means	t	P
1	3.7	3.7	0	.00	NS
2	3.2	2.7	.50	3.25	$<.01$
3	4.5	4.2	.3	1.75	NS
4	5.7	5.6	.1	1.45	NS
5	4.1	3.0	1.1	6.24	$<.01$
6	5.5	5.3	.2	1.37	NS
7	3.8	3.5	.3	2.52	$<.05$
8	2.4	2.4	0	.00	NS
9	5.0	4.7	.3	2.85	$<.01$
10	4.4	3.6	.8	5.81	$<.01$
11	5.6	4.8	.8	2.85	$<.01$
12	5.2	5.1	.1	.35	NS

NS = Not significant

TABLE 4

MEAN ITEM SCORES OBTAINED BY EACH STUDENT (N=10) AS DETERMINED BY PRE AND POST RATINGS BY TEACHER THREE

(Degrees of Freedom = 19)

Student	Post Mean	Pre Mean	Difference In Means	t	P
1	5.7	5.4	.3	2.85	$<.01$
2	6.1	5.7	.4	2.63	$<.05$
3	4.9	4.3	.6	3.94	$<.01$
4	5.0	4.6	.4	3.56	$<.01$
5	4.5	3.8	.7	4.33	$<.01$
6	5.7	5.6	.1	1.83	NS
7	5.5	5.6	- .1*	- .57	NS
8	4.6	4.4	.2	2.52	$<.05$
9	4.9	4.5	.4	3.33	$<.01$
10	6.3	6.0	.3	2.04	NS

* = Lower ratings on post evaluations

NS = Not significant

TABLE 5

MEAN ITEM SCORES OBTAINED BY EACH STUDENT (N=12) AS DETERMINED BY THE PRE AND POST RATINGS OF TEACHER FOUR

(Degrees of Freedom = 19)

Student	Post Mean	Pre Mean	Difference In Means	t	P
1	5.5	5.0	.5	2.70	$<.05$
2	4.5	4.4	.1	.53	NS
3	5.1	5.0	.1	.18	NS
4	2.3	2.6	- .3*	-1.83	NS
5	3.4	3.2	.2	1.07	NS
6	5.6	4.5	1.1	2.81	$<.05$
7	4.5	3.7	.8	3.68	$<.01$
8	4.4	4.5	-. 1*	-1.14	NS
9	5.9	5.2	.7	4.27	$<.01$
10	5.0	4.7	.3	2.04	NS
11	5.2	4.5	.7	3.32	$<.01$
12	2.9	3.0	- .1*	- .51	NS

* = Lower ratings on Post Evaluation

NS - Not Significant

TABLE 6

MEAN ITEM SCORES OBTAINED BY EACH STUDENT (N=12) AS DETERMINED BY THE PRE AND POST RATINGS OF TEACHER FIVE

(Degrees of Freedom = 19).

Student	Post Mean	Pre Mean	Difference In Means	t	P
1	4.7	4.0	.7	4.95	$<.01$
2	3.4	3.3	.1	.90	NS
3	5.2	5.0	.2	1.71	NS
4	4.8	4.2	.6	3.94	$<.01$
5	5.2	5.1	.1	.70	NS
6	3.9	3.0	.9	5.67	$<.01$
7	5.2	4.4	.8	3.85	$<.01$
8	4.8	4.3	.5	2.65	$<.05$
9	4.1	3.9	.2	2.18	$<.05$
10	4.1	4.0	.1	.81	NS
11	4.1	3.6	.5	3.88	$<.01$
12	4.0	4.1	- .1*	- .18	NS

* = Lower ratings on post evaluation

NS = Not Signicant

TABLE 7

MEAN ITEM SCORES OBTAINED BY EACH STUDENT (N=11) AS DETERMINED BY THE PRE AND POST RATINGS OF TEACHER SIX

(Degrees of Freedom = 19)

Student	Post Mean	Pre Mean	Difference In Means	t	P
1	6.2	5.8	.4	2.04	NS
2	3.5	3.3	.2	1.83	NS
3	4.5	3.6	.9	-1.00	NS
4	4.8	4.3	.5	3.68	$<.01$
5	4.3	4.3	0	.00	NS
6	4.4	4.3	.1	1.00	NS
7	5.8	4.8	1.0	4.99	$<.01$
8	4.2	3.0	1.2	3.04	$<.05$
9	5.8	5.5	.3	2.04	NS
10	3.9	3.6	.3	1.93	NS
11	4.2	4.2	0	.00	NS

NS = Not significant

TABLE 8

FREQUENCIES AND PROPORTION OF STUDENTS IN VARIOUS GROUPS SHOWING SIGNIFICANT AND NON-SIGNFICANT IMPROVEMENT AND LOWER RATINGS

Teacher	N	Significant Improvement		Significant Losses		Non-Significant Improvement		Non-Significant Losses		Zero Gain or Loss	
		f	p	f	p	f	p	f	p	f	p
1	11	4	.36	1	.09.	3	.27	2	.18	1	.09
2	12	6	.50	0	.00	4	.33	0	.00	2	.17
3	10	7	.70	0	.00	2	.20	1	.10	0	.00
4	12	5	.42	0	.00	4	.33	3	.25	0	.00
5	12	7	.58	0	.00	4	.33	1	.08	0	.00
6	11	3	.27	0	.00	5	.45	1	.09	2	.18
TOTALS	68	32	.47	1	.01	22	.32	8	.12	5	.07

TABLE 9

Means and Standard Deviations of Item Responses on the Behavior Check List for Teacher One (Both Pre and Post Data Reported) and for Parents.

N = 9

	Teacher Post Data		Teacher Pre-Data		Parents	
	Mean	SD	Mean	SD	Mean	SD
Item 1	5.46	1.13	4.91	1.51	4.22	1.39
2	5.18	1.54	5.00	1.41	3.89	1.45
3	5.55	1.04	5.55	.82	5.00	1.66
4	5.09	1.34	4.55	1.21	5.11	1.27
5	4.91	1.38	4.64	1.12	4.22	1.39
6.	5.55	1.04	5.36	.81	4.89	1.45
7	5.36	1.12	5.09	1.04	5.00	1.18
8	4.82	1.94	4.82	1.78	4.55	1.33
9	4.27	2.37	4.09	2.17	4.78	1.79
10	4.18	1.17	4.18	1.25	4.11	1.62
11	3.82	1.33	3.73	1.42	4.78	1.64
12	4.27	1.27	4.27	1.27	4.44	1.67
13	4.36	1.21	4.18	1.19	4.67	1.66
14	4.55	1.37	4.27	1.27	4.67	1.00
15	5.09	1.22	4.36	1.03	4.78	.97
16	4.64	1.80	4.09	1.92	4.67	1.41
17	4.82	1.60	4.73	1.49	4.11	1.27
18	4.64	1.50	4.64	1.69	4.56	1.24
19	4.64	1.29	4.18	1.40	5.44	1.24
20	4.27	1.69	4.46	1.75	4.78	1.09
Totals*	95.46	23.86	91.09	22.97	92.67	20.04

*Based on 7 point scale over 20 items

TABLE 10

Means and Standard Deviations of Item Responses on the Behavior Check List for Teacher Two (Both Pre and Post Data Reported) and for Parents.

N-12

	Teacher Post Data		Teacher Pre Data		Parents	
	Mean	SD	Mean	SD	Mean	SD
Item 1	5.25	1.06	4.67	.89	4.50	1.45
2	4.08	1.08	3.42	1.66	4.24	1.22
3	4.50	1.00	4.17	.94	5.43	1.24
4	4.33	.89	3.92	.90	5.25	.87
5	5.17	.84	4.75	.75	4.58	1.31
6	4.25	.62	4.25	.62	5.25	1.29
7	4.50	.52	4.25	.75	4.67	1.50
8	4.00	1.21	4.00	1.28	4.33	1.23
9	4.25	1.42	4.17	1.47	4.00	1.95
10	4.67	1.50	3.92	1.68	4.50	1.31
11	4.00	1.21	3.42	1.24	4.33	1.07
12	3.92	1.73	3.59	1.93	4.50	1.31
13	3.75	1.29	3.50	1.45	4.42	1.38
14	5.25	.97	4.50	1.17	5.17	1.12
15	4.42	.52	4.25	. .45	5.17	1.12
16	4.17	1.40	4.00	1.41	4.75	1.36
17	4.25	1.66	3.58	1.98	4.08	1.56
18	4.08	1.56	3.92	1.73	4.75	.87
19	4.83	1.19	4.50	1.31	5.08	.99
20	3.92	1.38	3.75	1.22	4.25	1.29
Totals*	87.58	19.23	8.050	21.00	93.25	16.26

*Based on 7 point scale over 20 items

TABLE 11

Means and Standard Deviations of Item Responses on the Behavior Check List for Teacher Three (both Pre and Post Data Reported) and for Parents.

N = 8

	Post Teacher		Pre Teacher		Post Parent	Pre
	Mean	SD	Mean	SD	Mean	SD
Item 1	5.00	.82	4.40	1.08	3.75	1.39
2	5.00	.82	4.20	1.32	3.63	1.92
3	5.50	.85	5.10	.99	5.50	.76
4	5.50	.71	5.10	.88	5.50	1.41
5	5.10	.74	4.90	.74	4.00	1.07
6	5.40	.84	4.90	.99	4.75	1.04
7	5.60	.84	5.60	.84	5.00	.93
8	5.00	.67	4.90	.74	4.88	1.13
9	5.90	1.37	6.00	1.41	4.25	1.49
10	5.60	.97	5.00	1.16	4.13	1.64
11	5.30	.82	4.90	1.01	4.75	1.04
12	5.50	.97	4.90	1.45	5.50	1.69
13	5.30	.82	5.00	.94	4.50	.93
14	5.20	1.03	4.90	1.37	5.38	1.19
15	5.90	.74	5.50	.85	5.25	1.67
16	5.00	1.16	4.70	1.42	4.00	1.85
17	4.80	1.14	4.70	1.16	3.63	1.30
18	5.00	.94	4.70	.95	5.13	1.36
19	5.40	.69	4.70	1.25	5.13	1.64
20	4.90	.88	4.90	1.01	4.13	1.25
Total*	105.90	12.51	99.00	14.90	92.75	13.86

* Based on 7 point scale over 20 items.

TABLE 12

Means and Standard Deviations of Item Responses on the Behavior Check List for Teacher Four (both Pre and Post Data Reported) and for Parents.

N = 11

	Teacher Post Data		Teacher Pre Data		Parents	
	Mean	SD	Mean	SD	Mean	SD
1	5.00	.85	4.42	.90	4.73	1.19
2	4.42	1.44	3.92	1.31	5.00	1.00
3	4.33	1.07	3.83	.94	5.09	.83
4	4.00	1.04	3.42	.90	3.91	.94
5	4.58	1.08	4.50	1.08	5.44	1.23
6	4.33	1.16	4.25	1.06	4.82	.98
7	5.58	1.17	5.83	1.34	5.09	1.22
8	3.75	1.77	3.92	1.78	4.18	1.08
9	3.50	1.89	3.67	1.92	4.18	1.17
10	4.00	1.35	4.00	1.41	4.27	1.68
11	3.67	1.30	3.75	.97	3.91	1.14
12	4.33	1.67	4.25	1.36	4.91	1.64
13	4.25	1.22	4.17	1.12	4.82	1.25
14	4.75	1.55	4.17	1.47	4.82	.87
15	4.75	1.06	4.42	.66	5.46	1.51
16	5.08	1.31	4.42	.90	5.18	1.94
17	4.92	1.83	4.00	1.21	4.73	1.68
18	4.83	1.40	4.58	1.56	4.55	1.57
19	5,17	1.70	4.42	1.51	4.82	1.66
20	4.42	2.02	4.17	1.34	4.82	1.47
Total*	89.67	22.40	84.08	17.66	93.82	15.35

* Based on 7 point scale over 20 items

TABLE 13

Means and Standard Deviations of Item Responses on the Behavior Check List for Teacher Five (both Pre and Post Reported) and for Parents.

N = 12

	Teacher Post Data		Teacher Pre Data		Parents	
	Mean	SD	Mean	SD	Mean	SD
1	4.25	.75	3.50	.91	4.92	1.24
2	4.50	.91	3.83	.94	5.08	1.44
3	4.58	1.24	4.33	1.61	5.42	1.24
4	4.33	.65	3.58	.79	4.92	1.16
5	4.58	.66	4.08	. 99	4.25	1.42
6	4.33	.89	3.92	1.24	4.83	1.47
7	4.33	.49	4.17	.58	4.50	1.17
8	4.33	1.07	4.08	1.44	4.17	1.47
9	5.00	2.22	4.92	2.35	4.42	1.78
10	4.08	.99	3.42	.90	3.83	1.90
11	4.25	.62	3.25	.62	4.08	1.51
12	4.50	1.17	3.92	1.24	4.42	1.62
13	4.75	.96	4.00	1.13	5.08	1.51
14	4.75	.97	4.25	.75	4.92	1.38
15	4.08	.29	4.00	.00	4.92	1.56
16	4.58	.79	4.42	.66	4.50	1.78
17	4.50	1.08	4.42	.90	4.67	1.16
18	4.58	.66	4.33	.89	4.42	1.17
19	4.42	.66	4.42	.90	5.08	1.31
20	4.33	.78	4.35	1.22	4.58	.99
Totals*	89.08	11.81	81.08	12.28	93.00	20.99

* Based on 7 point scale over 20 items.

TABLE 14

Means and Standard Deviations of Item Responses on the Behavior Check List for Teacher Six (both Pre and Post Reported) and for Parents.

N = 10

	Teacher Post Data		Teacher Pre Data		Parents	
	Mean	SD	Mean	SD	Mean	SD
1	4.55	1.81	4.18	1.89	4.10	1.29
2	4.18	1.78	3.82	1.72	4.70	1.16
3	4.64	1.36	4.82	1.33	5.00	1.16
4	4.36	1.03	4.00	1.41	4.40	.66
5	4.46	1.37	4.47	1.29	3.80	.92
6	4.73	1.19	4.64	1.21	4.80	.79
7	4.73	1.42	4.55	1.51	4.50	1.27
8	4.73	1.19	4.73	1.19	4.80	.92
9	3.82	2.48	3.82	2.48	4.20	1.03
10	4.27	1.79	3.36	2.06	4.10	.74
11	4.09	1.45	3.64	1.63	4.20	.79
12	4.36	1.50	3.55	1.75	5.20	1.39
13	4.46	1.29	4.18	1.08	4.40	.97
14	4.64	1.63	4.00	1.95	4.80	1.03
15	4.82	1.08	4.64	1.03	5.00	.94
16	4.18	1.40	409	1.45	4.20	1.23
17	4.73	1.35	4.55	.93	4.10	1.29
18	4.73	1.62	4.27	1.74	4.30	.68
19	6.64	.67	5.82	1.25	5.00	1.05
20	3.91	1.45	3.64	1.12	4.40	1.17
Totals*	91.00	18.28	84.73	16.64	90.00	12.70

* Based on 7 point scale over 20 items

TABLE 15

Means and Standard Deviations of Item Responses on the Behavior Check List: Totals over all Six Teachers and all Parents

N = 62

	Teacher Post Data		Teacher Pre Data		Parents	
	Means	SD	Means	SD	Means	SD
1	4.91	1.16	4.34	1.28	4.42	1.33
2	4.54	1.32	4.82	1.37	4.48	1.41
3	4.82	1.17	4.60	1.25	5.24	1.16
4	4.57	1.03	4.06	1.15	4.82	1.15
5	4.79	1.05	4.54	1.01	4.26	1.21
6	4.74	1.07	4.53	1.09	4.90	1.17
7	5.00	1.08	4.89	1.21	4.77	1.21
8	4.41	1.41	4.38	1.44	4.45	1.19
9	4.43	2.08	4.41	2.09	4.29	1.54
10	4.41	1.39	3.96	1.50	4.16	1.48
11	4.16	1.23	3.75	1.25	4.31	1.22
12	4.46	1.45	4.06	1.45	4.79	1.54
13	4.46	1.20	4.15	1.20	4.66	1.29
14	4.85	1.26	4.34	1.35	4.95	1.08
15	4.81	1.01	4.50	.86	5.09	1.29
16	4.60	1.34	4.28	1.31	4.58	1.50
17	4.67	1.44	4.31	1.35	4.26	1.39
18	4.63	1.32	4.39	1.45	4.59	1.15
19	5.16	1.30	4.66	1.35	5.08	1.28
20	4.28	1.42	4.18	1.33	4.50	1.19
Totals*	92.74	18.93	86.35	18.39	92.36	15.54

* Based on 7 point scale over 20 items

TABLE 16

Median Correlations between Pre and Post Student Rankings by teacher on the Behavior Check List

Teacher	Correlation (Pre-Post)	Ranges	N
1	.738	.068 to .851	11
2	.739	.250 to .955	12
3	.835	.396 to 926	10
4	.723	.207 to .870	12
5	.723	.118 to .903	12
6	.952	-.087 to 1.000	11
Total	.738	-.087 to 1.000	68

TABLE 17

Median correlations between Pre-measures of teachers and Pre-rating by parents on the Behavior Check List

Teacher	Teacher and Parent Pre	Ranges	N
1	.047	-.180 to .731	9
2	.176	-.101 to .563	12
3	.131	-.228 to .453	8
4	.318	-.065 to .612	11
5	.348	-.239 to .493	12
6	.166	-.331 to .747	10
Total	.171	-.331 to .747	62

TABLE 18

Median correlations between Post measures of teachers and Pre-Ratings by parents on the Behavior Check List

Teacher	teacher post and parent pre	Ranges	N
1	.145	-.451 to .831	9
2	.304	-.401 to .558	12
3	.250	. 006 to .488	8
4	.350	-.237 to .960	11
5	.374	-.189 to.822	12
6	.161	-.151 to .771	10
Total	.277	-.451 to .960	62

TABLE 19

Correlations between Pre and Post Ratings for Teacher One: Teacher One Pre and Parents Post: Teacher One Post and Parents Pre on the Behavior Check List

Student	Teacher Pre - Post Correlations	Teacher Pre and Parent Post Correlations	Teacher Post and Parent Pre Correlations
1	.883	.731	.831
2	.802	.342	.603
3	.424	-.180	-.451
4	.797	incomplete data	incomplete data
5	.707	-.042	.118
6	.494	incomplete data	incomplete data
7	.770	.202	.170
8	.851	.047	.152
9	.849	.258	.091
10	.068	-.120	-.110
11	.589	-.088	-.145

TABLE 20

Correlations between Pre and Post Ratings of Teacher Two: Teacher Two Pre and Parents Pre Teacher Two Post and Parents Pre on the Behavior Check List

Student	Teacher Pre - Post Correlations	Teacher Pre and Parent Pre Correlations	Teacher Post and Parent Pre Correlations
1	.955	.377	.288
2	.785	.116	.338
3	.749	.214	.558
4	.867	.364	.331
5	.704	.454	.414
6	.844	.282	.486
7	.577	.138	.291
8	.729	-.075	-.163
9	.844	.050	.057
10	.250	.019	-.401
11	.672	-.101	-.247
12	.432	.563	.340

TABLE 21

Correlations between Pre and Post Ratings of Teacher Three: Teacher Three Pre and Parents Pre Teacher Three Post and Parents Per on the Behavior Check List

Student	Teacher Pre - Post Correlations	Teacher Pre and Parent Pre Correlations	Teacher Post and Parents Pre Correlations
1	.846	.156	.206
2	.573	.303	.318
3	.853	.116	.069
4	.825	incomplete data	incomplete data
5	.396	-.228	.216
6	.852	-.075	.006
7	.866	.453	.488
8	.929	incomplete data	incomplete data
9	.796	.270	.285
10	.608	.074	.334

TABLE 22

Correlations between Pre and Post Ratings for Teacher Four: Teacher Four Re and Parent Pre Teacher Four Post and Parents Pre on the Behavior Check List

Student	Teacher Pre - Post Correlations	Teacher Pre and Parent Pre Correlations	Teacher Post and Parent Pre Correlations
1	.705	.127	.275
2	.742	-.065	-.237
3	.207	.263	.441
4	.838	.331	.350
5	.757	.399	.449
6	.362	.318	.960
7	.552	incomplete data	incomplete data
8	.870	.612	.570
9	.563	.329	.139
10	.775	-.004	-.014
11	.647	.143	.193
12	.829	.384	.383

TABLE 23

Correlations between Pre and Post Ratings for Teacher Five: Teacher Five Pre and Parent Pre Teahcer Five Post and Parent Pre on the Behavior Check List

Student	Teacher Pre -Post Correlations	Teacher Pre and Parent Pre Correlations	Teacher Post and Parent Pre Correlations
1	.856	.493	.602
2	.692	.409	.446
3	.903	-.099	-.080
4	.684	.417	.822
5	.820	.426	.393
6	.753	.303	.206
7	.506	-.142	.356
8	.502	.080	.021
9	.887	.445	.441
10	.850	-.239	-.189
11	.532	.394	.678
12	.118	.046	.150

TABLE 24

Correlations between Pre and Post Ratings for Teacher Six: Teacher Six Pre and Parent Pre: Teacher Six Post and Parents Pre on the Behavior Check List

Student	Teacher Pre - Post Correlations	Teacher Pre and Parent Pre Correlations	Teacher Post and Parent Pre Correlations
1	.975	.747	.771
2	.952	.185	.182
3	.920	-.118	.046
4	.923	incomplete data	incomplete data
5	1.000	.140	.140
6	.992	.531	.511
7	.567	-.331	-.151
8	-.087	-.039	-.003
9	.973	.148	.126
10	.694	.189	.387
11	.981	.539	.529

TABLE 25

Differences Between Means and t-tests for Teachers and Parents on the Behavior Check List (Pre-Data Only)

Teacher	N	Mean Difference Teacher Minus Parents	SE Diff	t	df	P
1	9	1.66	5.58	.29	8	NS
2	10	-17.10	1.28	-13.35	9	<.01
3	8	9.25	2.13	4.35	7	<.01
4	11	-9.55	2.04	-4.68	10	<.01
5	12	-16.17	1.65	-9.80	11	<.01
6	10	-5.70	1.63	-3.49	9	<.01
Total	60	-7.30	2.39	-3.05	59	<.01

TABLE 26

Differences Between Means and t-Tests Between Teachers (Post) and Parents (Pre) Evaluations on the Behavior Check List.

Teacher	N	Mean Difference (Teacher minus Parent)	SE Diff	t	df	p
1	9	6.33	3.31	1.91	8	NS
2	12	-7.75	4.39	-1.77	11	NS
3	8	16.25	5.44	2.98	7	$<.05$
4	11	-5.91	6.80	-.87	10	NS
5	12	-4.25	6.17	-.69	11	NS
6	10	.60	5.04	.12	10	NS
Total	62	-.25	2.29	-.11	61	NS

TABLE 27

Distributions, Means, and Standard Deviations of Parents Responses on the Speakers Evaluation Form

Presentation	N	1	2	3	4	5	6	7	8	Totals	Means	SD
1	48	247	67	57	46	13	8	3	0	441	1.973	1.45
2	42	245	64	23	20	1	1	0	0	354	1.506	.89
3	58	374	53	31	20	1	5	5	2	491	1.505	2.44
4	23	114	26	24	22	6	2	0	0	194	1.897	1.26
5	37	179	71	37	21	2	0	1	0	311	1.714	1.01
Grand Means	41.60	231.80	5620	34.40	25.80	4.6	3.2	1.8	.4	358.20	1.699	1.15

TABLE 28

Parent Written Responses to Sesseion One

N = 48

Question One: How might this session have been improved?

No response = 36

Room was too hot = 3

Start on time = 5

Discuss the film = 2

Tell what the child did = 2

Question Two: What was the most important idea you received from this session?

No response = 23

Too hot to think = 1

Value of understanding and training in early years = 4

Each child is his own self = 4

Not to be strict = 1

Comments regarding attending all sessions and meaning of Project 2

Miscellaneous comments; "parent-child relationship," "how to prepare children for school" etc.

Question Three: What was the least important idea you received from this session?

No response = 40

Everything was important = 7

Too hot to think = 1

TABLE 29

Parent Written Response to Sessions Two

N = 42

Question One: How might this session have been improved?

No response = 33

Excellent as presented = 5

Start on time = 1

Be able to talk to more parents = 2

An outline of the talk could have helped = 1

Question Two: What was the most important idea you received from this session?

No response = 23

Value of praise = 5

Asking questions properly = 5

Miscellaneous comments: Help child develop into a true person," "understand your child or try to,"

Question Three: What was the least important idea you received from this session?

No response = 35

Everything was important = 5

That each person is unique = 1

TABLE 30

Parent Written Responses to Session Three

N=58

Question One How might this session have been improved?

No response = 39

Excellent as presented = 7

Lower the temperature in the room = 3

Let parents talk more = 3

Make ideas clearer; too vague = 3

Need more time = 1

Have more people attend = 1

Improve session by not having it again = 1

Question Two What was the most important idea you received from this session?

No response = 33

Improve oneself to see changes in others = 12

Importance of love = 7

Miscellaneous ("Listening to people's thoughts," "woman's role as mother," "humans are neat," "imprint,") = 5

Attendance is mandatory if child is to continue in school = 1

Question Three What was the least important idea you received from this session?

No response = 48

Everything was important = 4

Treat every member of family as a guest = 1

Repetitious material about love = 1

Speaker is wrong about love producing a perfect child = 1

Percentages = 1

That potential of self is covered up = 1

Things I already know about = 1

TABLE 31

Parent Written Responses to Session Four
N=23

Question one How might this session have been improved?

No response = 16

Wanted time to talk to teachers about individual child = 4

More parents should come = 1

Should have been told topic in advance to prepare better = 1

Lower classroom temperature = 1

Question two What is the most important idea you have received from this session?

No response = 16

Feedback on individual child = 6

Parents are trained by their children = 1

Question three What was the least important idea you received from this session?

No response = 19

Everything was important = 2

Need for reinforcement = 1

TABLE 32

Parnet Written Responses to Session Five

N=37

Question One" How might this session have been improved ?

No response = 30

More Time for questions = 4

Start sooner after coffee break = 1

Have more parents attend = 1

Fix road into school = 1

Question Two What was the most important idea you received from this session?

No response = 24

Ignore bad behavior = 9

Services available for all Kinds of handicaps = 2

Tax money being used wrong = 1

Carry out threats to children = 1

Question Three What was the least important idea you received from this session?

No response = 33

Everything was important = 3

Not to correct child when they do something wrong = 1

TABLE 34

Responses on the Parent Final Evaluation Form:

Pre-First Grade

Item	Response Distribution A 1	B 2	C 3	D 4	Means
1 Frequency	9	9	4	0	1.409
Proportion	.41	.41	.18	0	
2 Frequency	7	9	6	0	1.954
Proportion	.32	.41	.27	0	
3 Frequency	6	8	5	3	2.227
Proportion	.27	.36	.23	.14	
4 Frequency	19	3	0	0	1.136
Proportion	.86	.14	0	0	
5 Frequency	19	3	0	0	1.136
Proportion	.86	.14	0	0	
Option Totals	60	32	15	3	
Option Proportions	.55	.29	.13	.03	
Grand Means					1.418

TABLE 33

Responses on the Parent Final Evaluation Form:

Pre-Kindergarten

Item	Response Distribution A 1	B 2	C 3	D 4	NR	Means
1. Frequency	12	13	4	0	1	
Proportion	.40	.43	.13	0	.03	1.724
2. Frequency	11	14	5	0	0	
Proportion	.37	.47	.16	0	0	1.800
3. Frequency	8	11	10	0	1	
Proportion	.26	.37	.33	0	.03	2.069
4. Frequency	27	3	0	0	0	
Proportion	.90	.10	0	0	0	1.100
5. Frequency	21	6	2	0	1	
Proportion	.70	.20	.06	0	.03	1.241
Option Totals	79	47	21	0	3	
Option Proportions	.53	.31	.14	0	.02	
Grand Means						1.585

PROJECT C.H.I.L.D.

Phase II
1971-72

Phase II

Project C.H.I.L.D.
1971-72

Phase II of Project C.H.I.L.D. began in January and terminated in June of 1972, the last year of the contract award. This phase involved a series of teacher workshops and workshops for parents. The objectives and methods employed to evaluate the goals of this phase of the project include the following:

Objective 1: To Increase the Parents Bank of Knowledge On Means To Assist Their Children To Become More Successful In School

A subjective semantic-differential rating sheet is being used to measure the influence of Project C.H.I.L.D. on parental attitudes and knowledge. This instrument is administered to all parents attending the evening meetings. Questions relating to the usefulness, importance, and interest value of the discussion, as well as important ideas gained by parents, are obtained in this manner. These will be tabulated on a sliding one to eight scale, with numerical as well as anecdotal values being obtained.

Objective 2: Assist, through Teacher and Parent Training, Children in Building a Stronger Self-Image and Other Social-Emotional Skills Which Promote Success in School

During the last several months of Phase II all teachers who have been involved in the training will be asked to evaluate the progress of their children in social-emotional skills. A modified version of the developmental profiles which accompanies the Human Development Program will be used. This instrument is intended to measure the following areas of competence.

(A) Awareness

1. Self-Awareness - The aware child knows how he feels, what he thinks, and what he is doing. Although he is conscious of himself, he is not self-conscious, insecure or embarrassed. This awareness does not produce anxiety. He accepts and can acknowledge how he really feels, thinks and acts.

2. Sensitivity to Others - The sensitive child is concerned about the well-being of other people. He readily ascertains what others are feeling and adjusts his behavior in ways that are thoughtful and beneficial to them without relinquishing his personal identity or beliefs.

(B) Mastery

1. Self-Confidence - The confident child is eager to try new things. He is self-assured and realistic when coping with challenge. His acceptance of himself permits freedom of expression which is natural and uninhibited without being overly dramatic or exhibitionistic.

2. Effectiveness - The effective child copes appropriately. He is emotionally stable and flexible enough to successfully implement his own desires or meet the external demands of his environment.

(C) Social Interaction

1. Interpersonal Comprehension - The child possessing this ability is better able to comprehend the effects of his behavior on other people. He knows how to help other people understand his emotions, thoughts and behavior.

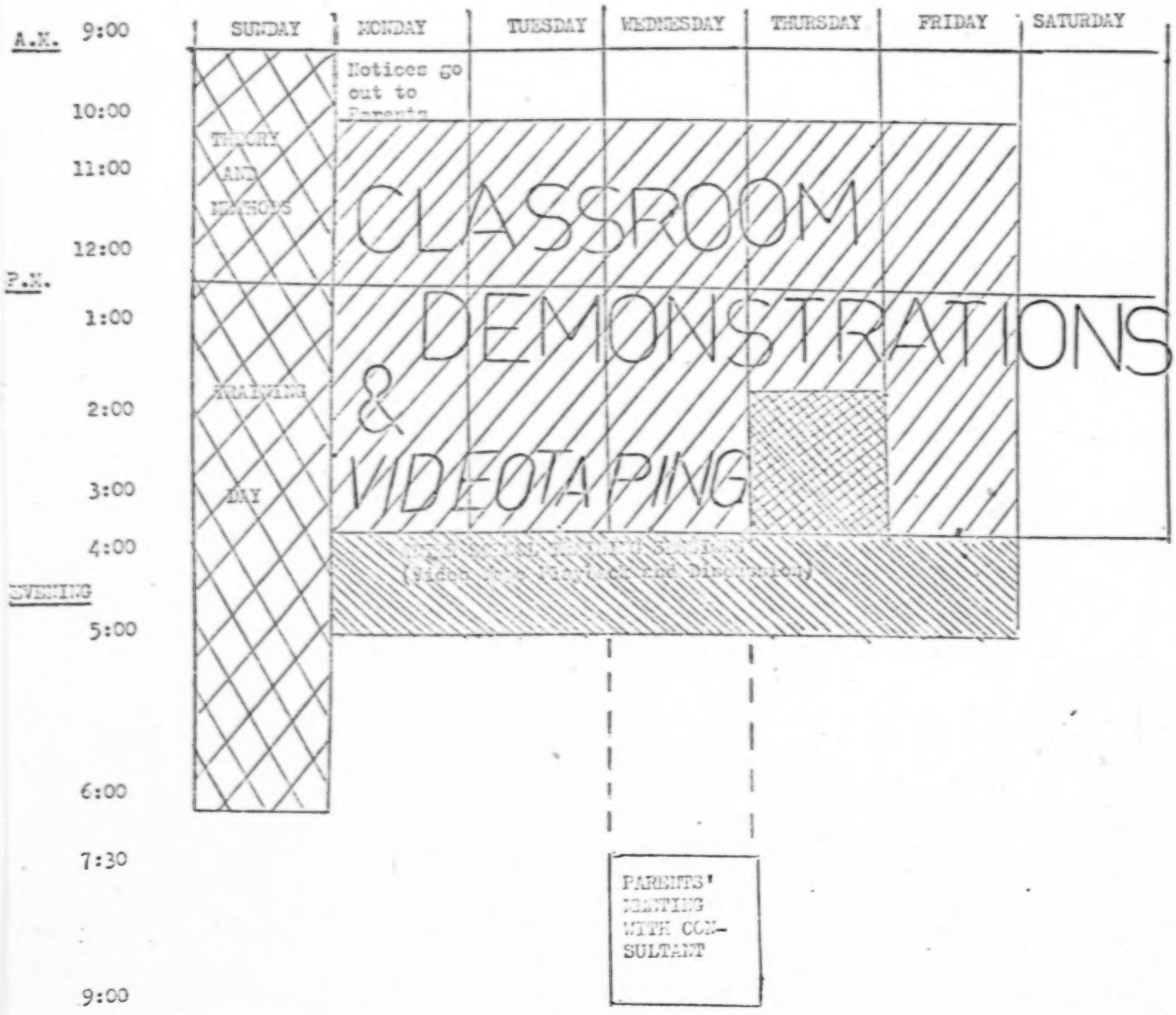
2. Tolerance - The tolerant child recognizes and accepts individual differences. He accepts and gives full regard to others who have different feelings, thoughts and reactions than his own. But he does not necessarily approve or yield to their influences.

Objective 3: Develop a Core of Elementary Teachers Trained in Methods of Interaction in Early Childhood Education and to Increase Their Ability in Identifying and Implementing Strategies to Handle Classroom Problems

As with parents, a semantic differential method of measurement will be used to evaluate the effectiveness of Phase II in meeting this objective. All teachers enrolled in the workshops will complete this measure and submit it for tabulation on the eight point sliding scale. Anecdotal remarks are also requested and these will be summarized in the evaluation.

In addition, video tapes have been made with all teachers in the workshops. Groups of involved teachers are meeting to discuss the effects of their particular teacher-student style of interaction. Comments from these discussion sessions indicate that this is a very valuable experience for teachers. This will provide additional data on the effectiveness of the program.

The format and timeline for the Phase II workshops is detailed in the following chart:


A.M.
9:00
10:00
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12:00
P.M.
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2:00
3:00
4:00
EVENING
5:00
6:00
7:30
9:00
SUNDAY
MONDAY
TUESDAY
WEDNESDAY
THURSDAY
FRIDAY
SATURDAY
Notices go out to
THEORY
AND
MANUALS
CLASSROOM
& DEMONSTRATIONS
& VIDEOTAPING
TRAINING
DAY
PARENTS' MEETING WITH CONSULTANT

PROJECT C.H.I.L.D. WORKSHOPS

1971-72 School Year

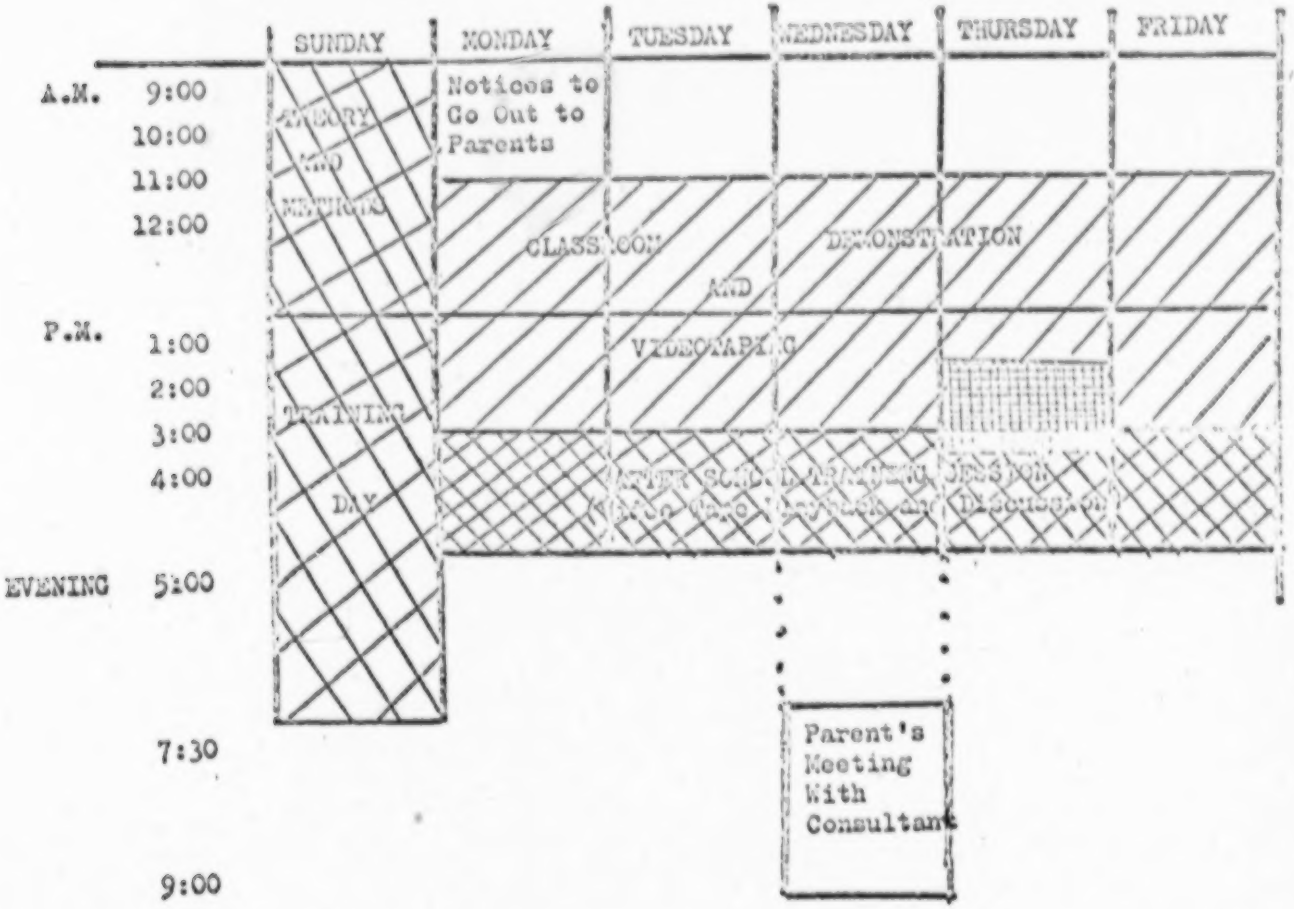
Grade	Date	Consultant
I. Initial Training Workshops		
Kindergarten, First Grade, Primary Special Education, and Junior Primary	Jan. 16-21, 1972	Dr. Mike Trujillo
Second and Third	Jan. 23-28, 1972	Berni Nelson
Fourth, Fifth and Sixth, and Intermediate Sp. Ed.	Feb. 13-18, 1972	Jim Ballard
II. Follow-Up		
All Grades	One week in late April	Jim Ballard

All of the Initial Training Workshops were designed to provide a maximum of both theory and actual in-class help by the Consultants while, hopefully, not placing unrealistic time expectations on teachers who already are crowded for available time. The attached diagram illustrates the design which is being used to incorporate these desirable characteristics.

Consultant Activities and Evaluation

Between January 16 and January 21, 1972, Dr. Mike Trujillo, University of California (San Diego, Extension), held a series of workshops on human development for kindergarten, first grade, primary special education, and junior primary teachers. The outline of activities and the evaluation is as follows:

Flow Chart for 1st and 2nd H.D.P. Workshop



Staff participation in this workshop was considered to be excellent since all but four teachers attended who were eligible. In addition to the eight teachers who participated in the workshop, the district nurse and district speech and hearing specialist also attended. Of the four teachers unable to attend, two indicated that they would be able to participate in the February workshop.

To evaluate this session, all participants were asked to complete a semantic differential scale containing nine bi-polar adjectives to evaluate the concept "This Workshop." The N for this phase of the evaluation was 11. A sample of the semantic differential scale appeárs below as Figure 1.

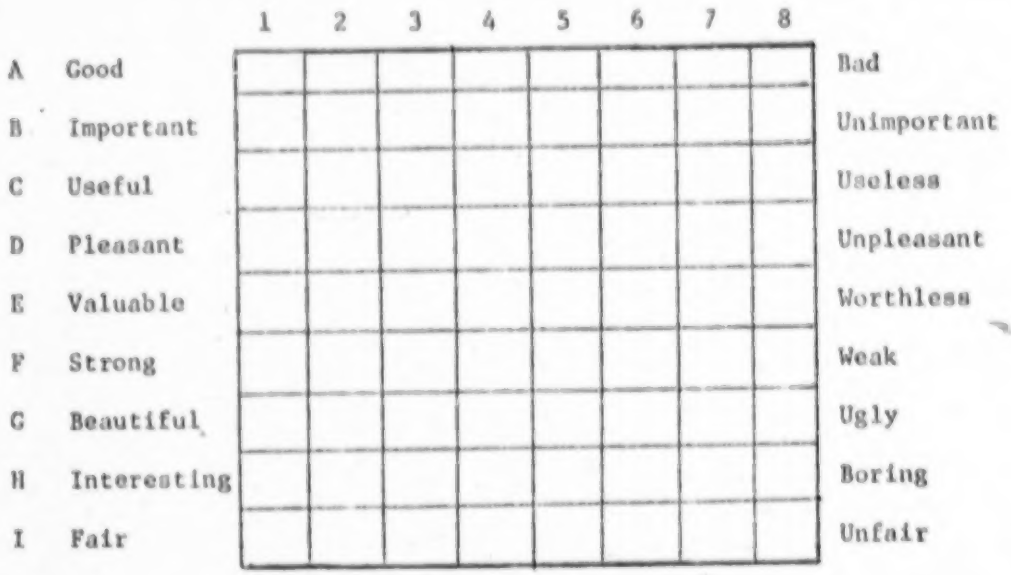


Fig. 1

Sample of the Semantic Differential Scale
Used to Evaluate "This Workshop"

Each of the nine categories of the semantic differential received a mean rating of 1.0 rounded to the nearest integer with the exception of scale G ($\bar{x}$ = 2.0). At least as far as the participants were concerned, the workshop was enthusiastically received.

In addition to the semantic differential, participants were asked to respond to three questions:

1. How might this session have been improved?
2. What was the most important idea you received from this session?
3. What was the least important idea you received from this session?

Examples of typical comments follow:

How might this session have been improved?

-"We could have had more time with Mike in our rooms watching us — encouraging."

-"By having more attention and thus detail focused on sound... audio, especially when the sharing process is a learning experience for its leader."

-"I think the week was great like it was."

-"This was the best session I have ever been to."

-"More time for individual sessions with Consultant."

-"I guess the time element is the only drawback. If we had had more time for more demonstrations perhaps we would have benefited."

-"Fewer group games."

What was the most important idea you received from this session?

-"That I was better than I thought I was and I actualized my talents."

-"The ease of accenting the positive. Good can be found in all of us."

-"Asking open-ending questions."

-"The over-all importance of mental health has been shockingly ignored and the H.D.P. theory seems to do a very comprehensive job of covering development of mental health."

-"A super-valuable and practical program (HDP). Since a child is often "self-centered" it is important he learn the skills of social interaction. The importance of self awareness and self-expression for each individual. How a child's understanding of his own "mastery" can help him avoid much frustration in life. Workshop was very pleasant, informative and well organized. Much good feedback."

-"Working with groups is an invaluable aid to the classroom teacher as a preventative tool towards mental health."

-"That I am not afraid to try new techniques, and this has helped me get a better look at myself in relation to my work with children. I've known that I heartily agree with these approaches, but this session cemented everything more firmly, and will help me be more aware of my reactions with all people, not only in the classroom. I find that most teachers and parents have difficulty handling the "open end" questions, and I felt the techniques used here were most helpful."

-"The program strengthened my belief in the need for communications; i.e., verbalizing emotions, etc., in the classroom. It supplied a guide to do this —— very important to me."

What was the least important idea you received from this session?

-"This session was extremely valuable to me as a person and as a teacher. Everything that was presented was important and guiding."

-"That HDP has no therapeutic value."

-"Nothing was unimportant!"

-"Too much time spent in individuals discussing past, personal teaching experiences rather than focusing on the here and now."

-"When you become as emotionally involved as I feel I did in this week's session, I can't pick out anything that wasn't important to me. I'm sincere in this, and it was all important to me.

The public information meeting accompanying this workshop was held on Wednesday, January 19, 1972, from 7:30 - 10:30 p.m. in Unit A of Shadow Lake Elementary School. The following information is a summary of data collected at that meeting:

1. Number of Persons Attending the Evening Discussion Session - 55
2. Number of Evaluation Responses Received - 45

The semantic differential data indicated a mean rating of 1.5 over the nine bi-polar adjectives. Only on the pleasant-unpleasant ($\bar{x}$ = 2.5), strong-weak ($\bar{x}$ = 2.5) and beautiful-ugly ($\bar{x}$ = 3.0) scales were mean responses not equal to 1.0. The responses of the participants at this session included the following comments:

How might this session have been improved?

-"Less sharing more facts about what is going to happen."
-"All children and teachers should be included."
-"I would have liked to have seen and heard more experiences of Project C.H.I.L.D. with the children themselves."
-"Factual feedback from areas where the program has worked."
-"We might have had more dissenters."
-"People listening "thoroughly" before asking questions."
-"Less discussion of personal philosophy. Parent's being more receptive to info. presented before jumping to conclusions."
-"Many points that were of most interest to the group were not explained fully to their satisfaction — many important areas were presented weakly."
-"I think considering the nature of the end of this session, we need stronger information on the part of the people presenting the program so that you won't get so many bad feelings coming out."
-"Have all the school board attend."
-"For the parents to see more films or examples with the children."
-"I would have liked to see a film of the kids in the circle. A chance to read the teachers materials on this."
-"If the same questions hadn't been asked so often."
-"Educating the public."
-"By starting on time."
-"Eliminate some of the "John Birchers: — no not really — it's a democracy."
-"See movies of actual magic circles in class rooms.
-"Have everybody see the curriculum."
-"Not to have introduced this program at all."
-"Questionable."
-"If the magic circle would have been more seriously conducted and the one person disrupting it would have been removed."
-"A different speaker than Mr. T. because of the repetition of points of common knowledge."
-"Start on time (class was not prepared (training aids)."
"Get to the point of your program."
-"Separate groups and have a teacher or counselor with each group."

What was the most important idea you received from this session?

-"That I don't want my children in this program."
-"That it isn't sensitivity training."
-"It helps them to realize they aren't really alone in their feelings. Very Important!"
-"Am disappointed that Project C.H.I.L.D. will not continue this summer." Also very disappointed that all classrooms will not be using the system."
-"How children need to interact with others in their environment."
-My child will be helped by this program."
-"Both sadness and happiness can be shared."
-"That this program is like your own dinner table talk. Safe!"
-"Explanation of program's use in the classroom."
-"The many facets of sharing."
-"The value of the HDP program as it is being presented in our school!"
-"Reinforcement of awareness of others."

-"That there is going to be "team work". The child is going to feel the teacher is a friend who cares about everybody."
-"That the one's who need the program most weren't here or didn't understand its values."
-"That this is a very good program."
-"People are afraid of change."
-"You can't talk to a blockhead."
-"I like the program and am really glad my children will get to participate
-"All my questions were answered."
-"The simple idea that something so straight forward can be so controversia to some people."
-"Group generates good feelings."
-"The idea of helping the children."
-"Learning the boundaries of the program."
-"I have received some degree of assurance that my child will not lose her individualism. (Still not to clear how much assurance I received.)"
-"That further and more explicit explanation of your goals from the program
-"The program is logical and would have worked for me if I would have had the chance to participate."

What was the least important idea you received from this session?

-"Not any that I can think of."
-"None that were apparent."
-"Some of the utterly "stupid" remarks made from individuals."
-"Personal biases from parents. Parent's non-response to info. presented due to blockage resulting from personal philosophy.
-"Ideas from some members of the audience."
-"Consciousness of other's ignorance of children."
-"None."

Between January 23 and January 27, 1972, Miss Berni Nelson, school psychologi (San Rafael School District) and instructor of in-service training for teachers (Sonoma State College) met with teachers (grades 2 and 3), the staff, and public.

Activities during this Workshop were very similar to those conducted during the first. However, the heavy snow during this week required three major changes in format:

1. All videotaping in classrooms had to be done on Monday, Thursday, and Friday because of the closure of schools on Tuesday and Wednesday.

2. A three hour Workshop was held on Wednesday for the six teachers and teacher aides who were able to get through the snow. This substituted for the two 1-1/2 hours after school meetings which were planned for Tuesday and Wednesday.

3. No parents were able to get through the snow to attend the evening meeting on Wednesday.

Six teachers and three teacher aides from Lake Wilderness Elementary and two teacher aides from Shadow Lake Elementary attended the Workshop. This means that of the total number of teachers at these grade levels, one from Lake Wilderness and all six from Shadow Lake chose not to attend. Of this number, only the Lake Wilderness teacher has indicated a desire to attend the February Workshop.

Semantic differential data indicate enthusiastic reception by the professional staff. In all instances except scale G ($\bar{x} = 2.0$), the mean rating assigned to each bi-polar adjective was 1.0. Some typical comments follow:

How might this session have been improved?

-"By better weather. Participation by more teachers."
-"More group experiences with mastery and social interaction."
-"More discussion on what children think."
-"I don't think the teachers will have enough time to make good use of the program."
-"Only way I felt it could have been improved is if it could have been longer."
-"Maybe another weekend day and then not the theory after school...those times for rehashing the circles of that day. Would like to have seen my video tape."
-"More people from the other school could have participated and could have gotten their views."
-"More circles and group experiences ... more time."
-"Maybe with some pictures of kids in the magic circle, etc. Maybe some shots of their expressions, reactions. To emphasize some part of the program. I don't know, maybe this wouldn't impress teacher as perhaps they see these things often enough. I really like these kinds of pictures."

What was the most important idea you received from this session?

-"Not to make value judgements. Or remarks, made by habit, that sound like value judgements. It's important not to pretend that negative feelings don't exist."
-"It helped me to be more aware of myself. That every child must be aware of his own person. ...through this self confidence he (child) will know his own abilities and how to use them. Also the questions that will help the child to be aware of himself. Think, feel, do questions."

-"I think that the most important idea was learning to think a new way. Just going to the session made me realize that I wasn't using all my senses."
-"If done properly everyone will have a chance to be a part of the group, and express themselves and eventually continue to do so through life."
-"The importance of letting the children express their own feelings not the feelings that the teacher wants them to express. In the circle the child teaches the teacher."
-"How easy it is to initiate and reinforce judgmental attitudes — not only by using words such as good, bad, nice, etc., but in other nonverbal ways. And how this decreases the chances of a child feeling acceptable. Also, matching the dynamics of the circle."
-"How to get responses from your children—the phrasing and creativity were very interesting to me and now I can apply these things even without a magic circle.

-"Three questions ... feelings, thought, behavior. Tell my needs; let you do your behavior accordingly (if you will)."
-"That a kid learns to hide his feelings from others from possibly his first experience with other kids. This program if used in the home as well as the early grades could change that."

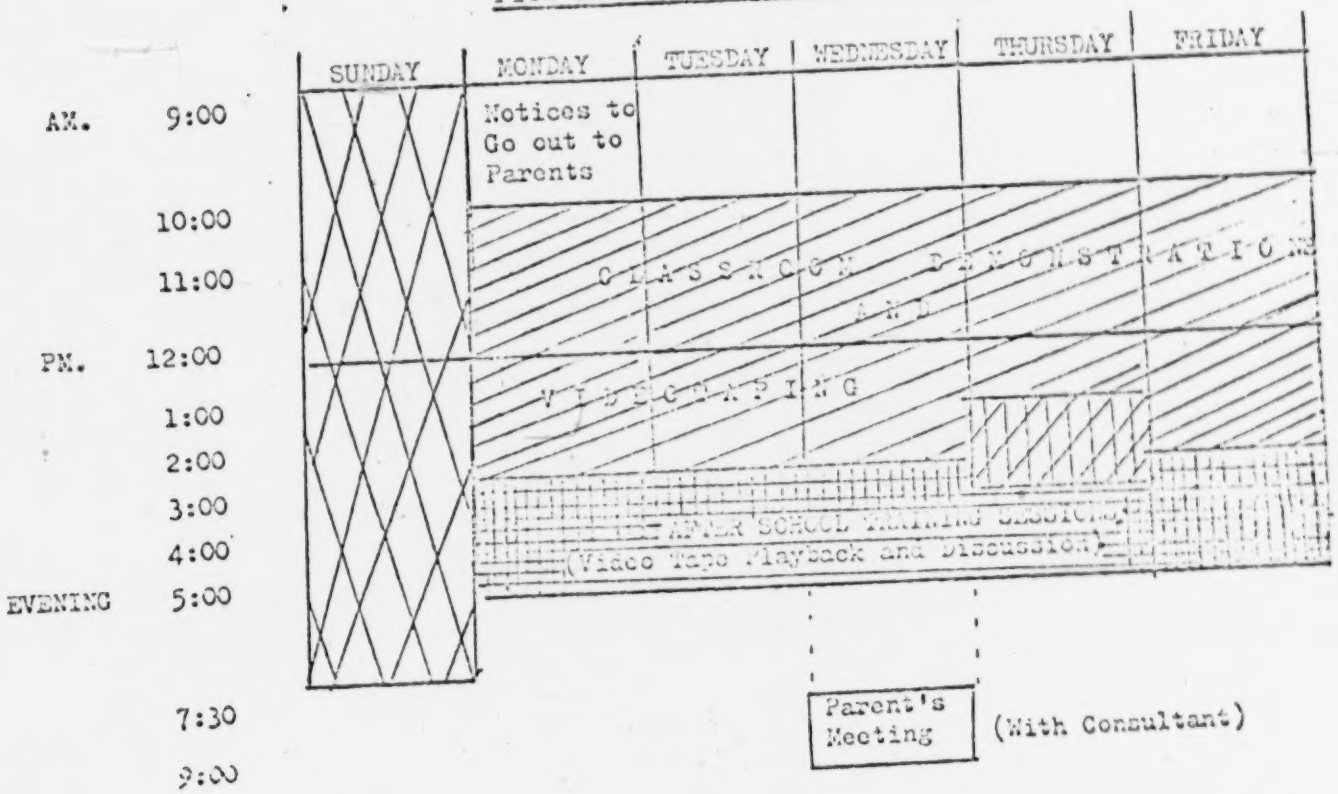
What was the least important idea you received from this session?

-"It must have been so unimportant that I've forgotten it."
-"No waste of time."
-"I don't think we received any unimportant ideas."
-"There weren't any. This was a fantastic workshop! It taught me alot about myself .. which is important to me as a teacher."
-"When we're doing something for the first time in a situation which is without precedent for us, we go in entirely cold."
-"All were important to me. I learned a great deal!"
-"No waste of my time!"
-"I didn't attend the entire program. All of what I did participate in was interesting. I didn't think it was really important to catch the entire program as I would never really have the opportunity to use it in the classroom. I would suppose that's what this session was for. I did get out of it what I was looking for, and that was just a basic understanding of what it is and how it's used."

The public information meeting for this workshop was held on Wednesday, January 26, despite the heavy snowfall. It was impossible for the date to be changed and parents to be notified on such short notice. No parents were able to participate, and consequently, no evaluation was possible.

The third workshop was held between February 14 and 18 for fourth, fifth, and sixth grade teachers. The consultant for these workshops was Mr. James Ballard, a consultant and Training Director for the Institute for Personal Effectiveness in Children. The flow chart for this third workshop follows:

Flow Chart for 3rd H.D.P. Workshop



Five staff members and 25 teachers participated in this workshop. Two of the five staff who were participants were teacher aides, a reading coordinator, and two elementary school principals. Only five teachers were unable to attend this workshop.

The semantic differential data were highly satisfactory for this phase of the program. Mean ratings were 1.0 for all scales, suggesting that all participants rated the consultant and his topic in a most favorable manner. Some typical comments follow:

How might this session have been improved?

-"More circles involving us!"
-"More variety."
-"More commentary on more circles. More actual involvement. Do more and listen less. The MEDIA is the MESSAGE."
-"Sorry, I can't help you here. I enjoyed every minute of it."
-"Divide group up in circles --- a way from each other — separate rooms."
-"I felt the session was too short. I would have liked more time to observe and experience magic circles. Also I feel a need for more feedback such as getting together once or twice as a group a week or two after the Workshop for discussion, etc."
-"Teachers had not had enough experience in the "magic circle" to discuss at length any problems. Therefore, the instructor could have given more information from the manual or his experiences rather than call on teachers to discuss the problems they had had. I thought the instructor was very good! I enjoyed him."
-"Have a meeting about a week afterwards to see how things are going; to compare experiences; to encourage if need be."
-"Smaller group."
-"By having Jim demonstrate in each room which I know wasn't possible."
-"I feel it could have been improved with more information from the book mixed with the games."
-"Encourage the silent minority to speak their feelings — they are intimidated by the loud mouths."
-"Group too large."
-"It might have been more helpful to use students in the sessions instead of teachers role playing."
-"Perhaps more actual work with students in the circle would be helpful, but this may be impractical."
-"More magic circles for we the students."
-"More demonstrations on video. More music?"
-"More observation."
-"You involved everyone and sessions were interesting so very little improvement can be seen at this session."
-"Less lecture-type stuff: there were times the leader was not sensitive to needs of group."
-"Perhaps involving some parents and/or students at the beginning."
-"More work in the classroom, eg., more observations of circles by Jim and Buzz with the kids; more observation of me conducting circles; more work on tying awareness, mastery and social interaction together (I'm still fuzzy here)."
-"More time for practice sessions with adults of children. More discussion of video tapes of sessions."

What was the most important idea you received from this session?

-"You don't have to prove something or teach something at each circle.
-"People have similiar feelings, wants and needs."
-"Learning how to feedback into the circle."
-"Teacher as a reflector. Stressing skills of listening and speaking."
-"I liked the feeling that the leaders in this class totally accepted and enjoyed each individual in it, and I hope that this same kind of accepting, friendly, relaxed atmosphere may pervade the "Magic Circle" which I will try to lead. I also loved the guitar playing and the singing. How I wish for the children's benefit that all of us had talents such as that!"
-"The most important idea seemed to be that in the circle the child's feelings are accepted and not evaluated or rejected. A "positive" atmosphere should be created."
-"That there is something positive that can be done for a child to help them grow up to be a 'well adjusted' adult."
-"To talk and be listened to. To listen when someone else talks. Not to worry about what you say."
-"I need to listen to my students!"
-"The importance of listening."
-"The most important idea I received from this session was that a 'magic circle' need not be heavy on feelings for it to be considered a successful circle."
-"How a magic circle should be run, plus its purpose in reference to the child."
-"To be innovative when running a circle group. Let the kids suggest topics for group interaction."
-"That the whole idea really isn't anything so 'far out'. Teachers have been doing this type of thing all along; only without the specific training. The 'ground rules' are most important as the circle could become unruled without them. The materials given at the class."
-"That we need more people like Jim Ballard in the world. Also in the district."
-"It was significant to me to learn that my responses to students in the magic circle are most meaningful when they are non-evaluative."
-"I will list them:

1. The technical aspects of the magic circle - the demonstrations.
2. An interesting class, the most fun class I've ever taken — conducted on such friendly terms.
3. Such neat leaders — where all people are equal.
4. I liked the singing.
5. The unusual thing — useful and neat at the same time.
6. I was so relaxed.
7. I was myself.
8. I owned the feeling, 'I enjoy a leadership role when I am sure of myself."

-"Listening, feed-back, awareness application to academics.

-"Better understanding of others feelings and how we could hurt a person without really meaning to. The idea to share our feelings good or bad and to help one another to feel better. Methods of application has helped better me as a teacher."
-"Skill and purpose in doing 3 areas of circles. Good personal stuff, a week to remember."
-"That I do have four different kinds of relationships with my kids. I really think I can begin to help kids see themselves and others and understand what they see and feel and appreciate themselves."
-"That we can and should work with children in the areas of feelings and social interaction. These areas are not taboo and need only be dealt with at home. 'I can help!' Thank you for the curriculum. The cues will be very helpful."
-"Listen to <u>each</u> child."

<u>What was the least important idea you received from this session?</u>

-"Tin cans."
-"This particular question."
-"Didn't feel comfortable at social thing. (You do good in a circle group)."
-"Some of the small group activities (such as "yes" and "No" game) seemed relatively unimportant at the time."
-"There is nothing I consider "least important."
-"I really can't say — I enjoyed all of it."
-"I feel that the session didn't have an idea that was "least important" to me."
-"That teachers should unduly trouble themselves by "bored" circle members. We can't please everybody."
-"Uses of a tin can!"
-"I have taught this method since 1949 and worked my academics in beautifully but only difference was I have never tried feelings of individuals or to fantasize. You can never say least important ideas because we learn from others whether right or wrong."
-"Few that weren't valuable."

The evening meeting for parents was held on Wednesday, February 16, 1972, from 7:30 - 10:00 p.m. in Unit B of Shadow Lake Elementary School. The meeting included (1) a presentation by Jim Ballard on the goals and methods of the Human Development Program, (2) a one and a half hour session for questions and answers, and (3) a video tape playback of several "Magic Circles" in the Classrooms.

As before, this meeting was fairly well attended. However, the people in the community and on the Board of Directors who have been most vocal in their opposition to Project C.H.I.L.D. did not attend and have not attended any of the public meetings where consultants and teachers were present and video tapes of "Magic Circles" were shown. It would seem that their questions and concerns could have been best responded to at these times.

Although 63 persons attended this meeting, only 39 evaluation responses were submitted. This is the smallest percentage of returns of any of the parent meetings. This small percentage raises some doubts as to the validity of the results obtained.

Public responses to this session were rated highly but not quite so favorably as other meetings. Mean ratings of 1.0 were given to all scales except B (2.0), C (2.0), F (2.0), and G (3.0). Modal responses, however, were 1.0 except for scale G (4). The mean was 1.4 over all nine scales, still considered highly favorable. Some typical comments follow:

How might this session have been improved?

-"Only the positive views were presented. They sounded great. Common negative views should have been disclosed along with the proper explanations as to their validity."
-"Having live children or more taped classroom stuff with better sound."
-"I feel that I learned very little of such a complex subject. Underlying philosophy very vague. More specifics as to purposes are needed."
-"Wish parents could have more information on this program."
-"There is always room for improvement but I can't think of anything for this session."
-"More parent turn-out."
-"Only one side present — entertaining."
-"Variation of topics from people in the circle."
-"Had tea for the ones who can't drink coffee."
-"The session was very good."
-"Divide into groups so that everyone might have a chance to participate in the circle."
-"Perhaps a little more time to watch tapes and discuss."
-"Very good! — but couldn't hear the tapes too well."
-"Improved meaning of session."
-"Have the tape ready to role."
-"Better TV."

What was the most important idea you received from this session?

-"Training a child to communicate. Children become adults. In this way, in life after formal schooling a person can more easily fit into society, in a useful productive capacity."
-"The possibility of looking for similarities among all of us human beings."
-"That it is important to listen to other people's feelings and then tell them, perhaps in different words what they think and feel."
-"The personality of the teacher would be the entire determinant of effectiveness. Her morality and beliefs of prime importance."
-"I'd still like to know more but I don't believe I'll be afraid to have my child in the program."
-"That as parents we have to listen to what our kids have to say and feel."
-"To listen to others."
-"With 7 kids I'm spread thin. I have to find the time to spend with each one, to just listen."
-"Each child had a chance to be listened to."
-"Effective communication (listenin g to feelings)."
-"It's good to listen."
-"Teaching the child to listen to others and remember what was said."
#Parents want to learn too! Yea."
-"It is experimental — not scholarly presented.
-"Communication of feelings."
-"To not just listen to words but the feelings behind the words."
-"That the idea is interesting for adults or in the family but I've met all of both my kid's teachers and none will handle my kids in a magic circle."
-"That people (the majority) do want to be listened to and communicate and like to be told what their thoughts and ideas are."
-"That each individual's feelings are important (teachers, parents, children). I personally feel that being able to listen to others the most important thing we can teach our kids."
-"People like to hear their thoughts expounded back to them. To hear what they said."
-"Each child gets a chance to share."
-"That there was a lot of acceptance from the group.:"
-"Useful characteristics of a person."
-"I now have an idea of what the magic circle is all about. Summed up it's keeping open communication."
-"Effectiveness of program depends on each teacher."
-"The importance of listening, understanding others feelings, as well as being listened to and understood."
-"Consideration for others."
-"Being aware of the other person's feelings, being able to communicate trust and feelings and love for one's family."

What was the least important idea you received from this session?

-"The Program Federal funding runs out at the end of this school year."
-"I can't remember."
-"Self expression achieved could be effected in other way — story writing, etc. Will have to see textbooks to make a valid judgment."
-"I do not feel this is a proper subject for public schools and I haven't heard anything tonight to change my mind."
-"It all seemed very important to me."
-"All was great! We need more!"
-"Making mistakes in equipment."
-"I don't believe there was one."
-"It was all important."
-"I don't believe it will or could always be constructive. That it could possibly be detrimental to some people, and have bad effects."
-"The circle of parents demonstration was most effective!"
-"Sewing makes a housewife feel good."

Distribution of Children Not Participating in Project C.H.I.L.D.

The following frequencies indicate the number of children in participating teachers' rooms whose parents requested that they not participate in the Project:

Grade Level	Kindergarten	2
	Junior Primary	2
	Primary Special Education	0
	First Grade	5
	Second Grade	9
	Third Grade	13
	Fourth Grade	20
	Fifth Grade	17
	Sixth Grade	22
	Intermediate Special Education	0
	Total	90

Responses from thirty-four of the thirty-six teachers involved indicate that the children not included in the "Magic Circles" have been provided wit alternate activities, chosen by their teachers, which coincide with or suppl ment the ongoing activities of that particular classroom. Of course, the ex content of these activities is dependent upon the grade level, classroom schedule, and achievement level of the students. Activities have been provi which the teacher feels will be most productive for the student.

In most cases the child remains within the classroom and works at his se but when parents have requested it, their children have been sent to the Lib or other areas for study. Less than five such requests have been received; in all cases, they have been honored. The following information was obtaine on March 7th from thirty-four of the thirty-six teachers who have taken the workshops:

A. Question: "Have you used the "Magic Circle" since the Workshop?"

Response: Yes - 31
No - 3

B. Question: "If yes, try to remember and record the dates of these circles, approximately how long each circle took, and what activities the other students were engaged in while you ran the circles."

Response: Teachers' responses to the first part of the question, which related to frequencies of circles, indicated that: (1) Use of circles varied greatly; some teachers had conducted only one circle since the workshop while others had made it a daily part of the curriculum. (2) The average frequency of "Magic Circles" in classrooms is about twice a week.

When asked how long the circles took, thirty of the thirty-four teachers placed the time period at ten to twenty minutes. This is the average time indicated in the training materials. Two teachers with Special Education classes and two in open-area classrooms placed the average time at twenty to thirty minutes.

Activities for children not in the circles has, as mentioned before, varied from room to room but all teachers have used this time for educational activities

C. Question: "Do you have "Magic Circles" on a regular basis in your classrooms."

Response: Yes - 16
No - 18

D. Question: "Some of the Board Members have expressed an interest in visiting classrooms during circle time and getting a firsthand look at what is going on. Would you be willing, with a few days notice, to have this sort of visitation to your room?"

Response: Yes - 26
No - 3
No Response- 5

Seven of the eight teachers who did not respond or who responded negatively had previously indicated that they had not been using the "Magic Circle" on a regular basis. This seems to be part of the reason why they did not wish Board Members to observe them at this time.

Teacher Evaluation

At the end of the academic year 1971-72, teachers who participated in Project C.H.I.L.D. and a control group of non-participants completed a Teacher Evaluation Form that was designed to measure attitudes towards education and teaching (F. N. Kerlinger and E. Kaya, "The Construction and Factor Analytic Validation of Scales to Measure Attitudes Toward Education," Educational and Psychological Measurement, 1959, 9, pp. 13-29). In addition, experimental teachers completed three questionnaires on HDP Training, Program Materials, and Content. The Appendix contains a copy of all instruments used in this evaluation.

Twenty-five teachers participated in the evaluation by submitting answers to questionnaire items anonymously. Each item was in the form of a Likert-type scale with response (A) meaning "Strongly Agree," (B) "Agree," (C) "Uncertain," (D) "Disagree," and (E) "Strongly Disagree." The most favorable response for each alternative is indicated by an asterisk (*). Item means were attained by

weighting the most favorable response by 5 and the least favorable response by 1. The Project Director keyed all items.

Section 1: HDP TRAINING

		A	B	C	D	E	(Item Means)
1.	Frequencies	11*	9	4	1	0	4.20
	Proportion	.44	.36	.16	.04	0	
2.	Frequencies	1	2	2	9	11*	4.08
	Proportion	.04	.08	.08	.36	.44	
3.	Frequencies	3*	13	9	0	0	3.76
	Proportion	.12	.52	.36	0	0	
4.	Frequencies	5*	8	6	6	0	3.48
	Proportion	.20	.32	.24	.24	0	
5.	Frequencies	10*	13	0	0	1	4.28
	Proportion	.40	.52	0	0	.04	
6.	Frequencies	3*	16	4	2	0	3.80
	Proportion	.12	.64	.16	.08	0	
7.	Frequencies	4	6	6	8	1*	2.84
	Proportion	.16	.24	.24	.32	.04	
8.	Frequencies	2*	15	7	1	0	3.72
	Proportion	.08	.60	.28	.04	0	
9.	Frequencies	1*	17	4	2	1	3.60
	Proportion	.04	.68	.16	.08	.04	
10.	Frequencies	0	1	6	10	8*	4.00
	Proportion	0	.04	.24	.40	.32	
11.	Frequencies	5*	11	5	1	1	3.48
	Proportion	.20	.44	.20	.04	.04	

Section II: PROGRAM MATERIALS

41.	Frequencies	2*	16	5	2	0	3.72
	Proportion	.08	.64	.20	.08	0	
42.	Frequencies	0	6	6	12	1*	3.32
	Proportion	0	.24	.24	.48	.04	
43.	Frequencies	0	3	10	12	0*	3.32
	Proportion	0	.12	.40	.48	0	
44.	Frequencies	2*	15	6	2	0	3.68
	Proportion	.08	.60	.24	.08	0	
45.	Frequencies	3*	18	2	2	0	3.88
	Proportion	.12	.72	.08	.08	0	

		A	B	C	D	E	(Item Means)
46.	Frequencies	12*	10	3	0	0	4.36
	Proportion	.48	.40	.12	0	0	
47.	Frequencies	17*	8	0	0	0	4.68
	Proportion	.68	.32	0	0	0	
48.	Frequencies	10*	11	4	0	0	4.24
	Proportion	.40	.44	.12	0	0	
49.	Frequencies	4*	10	7	3	1	3.52
	Proportion	.12	.40	.28	.12	.04	
50.	Frequencies	12*	12	1	0	0	4.44
	Proportion	.48	.48	.04	0	0	
51.	Frequencies	4*	13	3	3	2	3.40
	Proportion	.16	.52	.12	.12	.08	
52.	Frequencies	0	0	2	12	11*	4.36
	Proportion	0	0	.08	.48	.44	
53.	Frequencies	7*	15	1	2	0	4.08
	Proportion	.28	.60	.04	.08	0	
54.	Frequencies	2*	11	2	7	3	3.08
	Proportion	.08	.44	.08	.28	.12	

Section III: HDP CONTENT

81.	Frequencies	2	8	8	6	1*	2.84
	Proportion	.08	.32	.32	.24	.04	
82.	Frequencies	0	0	2	9	14*	4.48
	Proportion	0	0	.08	.36	.52	
83.	Frequencies	11*	10	2	2	0	4.20
	Proportion	.44	.40	.08	.08	0	
84.	Frequencies	1	11	7	5	1*	2.76
	Proportion	.04	.44	.28	.20	.04	
85.	Frequencies	1	2	0	5	17*	4.40
	Proportion	.04	.08	0	.20	.68	
86.	Frequencies	0	1	2	7	15*	4.44
	Proportion	0	.04	.08	.28	.60	
87.	Frequencies	3*	15	3	3	1	3.64
	Proportion	.12	.60	.12	.12	.04	
88.	Frequencies	0	1	2	7	15*	4.44
	Proportion	0	.04	.08	.28	.60	
89.	Frequencies	2	6	2	10	5*	3.48
	Proportion	.08	.24	.08	.40	.20	
90.	Frequencies	1	0	1	5	18*	4.56
	Proportion	.04	0	.04	.20	.72	

		A	B	C	D	E	(Item Means)
91.	Frequencies	0	1	2	13	9*	4.20
	Proportion	0	.04	.08	.56	.36	
92.	Frequencies	13*	7	3	4	0	4.24
	Proportion	.56	.28	.12	.16	0	

Section IV: EDUCATION SURVEY

Items 121 to 140 were compiled by 25 out of 38 experimental and nine out of 12 control teachers. These correspond to samples of 67 percent and 75 percent, respectively. Frequencies and proportions of experimental and control teachers responding to each category are reproduced below. Item means are presented for experimental and control groups.

		A	B	C	D	E	(Item Means)
121.	Frequencies (E)	17*	7	0	1	0	4.60
	Proportion (E)	.68	.28	0	.04	0	
	Frequencies (C)	6*	3	0	0	0	3.66
	Proportion (C)	.67	.33	0	0	0	
122.	Frequencies (E)	8*	12	3	0	2	3.96
	Proportion (E)	.32	.48	.12	0	.08	
	Frequencies (C)	4*	4	1	0	0	4.33
	Proportion (C)	.45	.45	.11	0	0	
123.	Frequencies (E)	1	2	1	11	10*	4.08
	Proportion (E)	.04	.08	.04	.44	.40	
	Frequencies (C)	0	3	0	4	2*	3.55
	Proportion (C)	0	.33	0	.45	.22	
124.	Frequencies (E)	1	4	7	7	6*	3.52
	Proportion (E)	.04	.16	.28	.28	.24	
	Frequencies (C)	2	1	2	4	0*	2.88
	Proportion (C)	.22	.11	.22	.45	0	
125.	Frequencies (E)	5*	8	7	5	0	3.52
	Proportion (E)	.20	.32	.28	.20	0	
	Frequencies (C)	2*	3	2	2	0	3.55
	Proportion (C)	.22	.33	.22	.22	0	
126.	Frequencies (E)	0	10	3	9	3*	3.20
	Proportion (E)	0	.40	.12	.36	.12	
	Frequencies (C)	3	3	0	3	0*	2.33
	Proportion (C)	.33	.33	0	.33	0	
127.	Frequencies (E)	3*	13	5	4	0	3.48
	Proportion (E)	.12	.52	.20	.16	0	
	Frequencies (C)	2*	4	1	2	0	3.66
	Proportion (C)	.22	.45	.11	.22	0	

		A	B	C	D	E	(Item Means)
128.	Frequencies (E)	4*	13	4	3	1	3.64
	Proportion (E)	.16	.52	.16	.12	.04	
	Frequencies (C)	1*	5	3	0	0	3.77
	Proportion (C)	.11	.56	.33	0	0	
129.	Frequencies (E)	7*	15	2	1	0	4.12
	Proportion (E)	.28	.60	.08	.04	0	
	Frequencies (C)	4*	4	1	0	0	4.33
	Proportion (C)	.45	.45	.11	0	0	
130.	Frequencies (E)	1	14	6	3	1*	2.56
	Proportion (E)	.04	.56	.24	.12	.04	
	Frequencies (C)	2	4	0	0	3*	2.88
	Proportion (C)	.22	.45	0	0	.33	
131.	Frequencies (E)	6	9	6	4	0*	2.32
	Proportion (E)	.24	.36	.24	.16	0	
	Frequencies (C)	2	5	1	1	0*	2.11
	Proportion (C)	.22	.56	.11	.11	0	
132.	Frequencies (E)	6	1	7	7	4*	3.08
	Proportion (E)	.24	.04	.28	.28	.16	
	Frequencies (C)	0	3	1	5	0*	3.22
	Proportion (C)	0	.33	.11	.56	0	
133.	Frequencies (E)	3	8	7	7	0*	2.72
	Proportion (E)	.12	.32	.28	.28	0	
	Frequencies (C)	0	2	5	2	0*	3.00
	Proportion (C)	0	.22	.56	.22	0	
134.	Frequencies (E)	8*	7	7	3	0	2.80
	Proportion (E)	.32	.28	.28	.12	0	
	Frequencies (C)	2*	2	4	1	0	3.55
	Proportion (C)	.22	.22	.45	.11	0	
135.	Frequencies (E)	11*	9	3	2	0	4.16
	Proportion (E)	.44	.36	.12	.08	0	
	Frequencies (C)	1*	7	0	1	0	3.99
	Proportion (C)	.11	.78	0	.11	0	
136.	Frequencies (E)	19*	6	0	0	0	4.76
	Proportion (E)	.76	.24	0	0	0	
	Frequencies (C)	8*	1	0	0	0	4.99
	Proportion (C)	.89	.11	0	0	0	
137.	Frequencies (E)	7*	13	4	0	0	4.12
	Proportion (E)	.28	.56	.16	0	0	
	Frequencies (C)	1*	4	1	3	0	3.33
	Proportion (C)	.11	.45	.11	.33	0	
138.	Frequencies (E)	4	10	4	5	2*	2.64
	Proportion (E)	.16	.40	.16	.20	.08	
	Frequencies (C)	0	2	1	6	0*	3.44
	Proportion (C)	0	.22	.11	.67	0	

		A	B	C	D	E	(Item Means)
139.	Frequencies (E)	6*	16	3	0	0	4.12
	Proportion (E)	.24	.64	.12	0	0	
	Frequencies (C)	3*	6	0	0	0	4.33
	Proportion (C)	.33	.67	0	0	0	
140.	Frequencies (E)	2	2	13	7	1*	3.12
	Proportion (E)	.08	.08	.52	.28	.04	
	Frequencies (C)	0	3	0	6	0*	3.33
	Proportion (C)	0	.33	0	.67	0	

Means and standard deviations for each of the four sections of the questionnaire are reported below. Data for the control group are reported only for Section IV, since other sections are not applicable. Maximum values were obtained by weighting the number of items on each section by 5. Thus, one hundred percent of maximum means that everyone responded in the most favorable category.

Means and Standard Deviations for Sections I-IV
of the Teacher Evaluation Survey

	Section I	Section II	Section III	Section IV (E)	Section IV (C)
Means	40.88	53.34	46.98	70.76	71.70
Maxima	55	70	60	100	100
% of Maxima	74.3	75.7	78.2	70.8	71.7
SD	8.04	5.2	5.6	9.8	9.3
N	25	25	25	25	9
Items	11	14	12	20	20

These data suggest that, relative to the number of items, Section III (Content) is perceived most favorably by respondents while Section IV (Attitudes towards education and teaching) is seen least favorably. Nonetheless, differences among the four sections vary no more than by eight percent.

Because Sections I-II were concerned exclusively with items related to the project itself, they were not applicable to control teachers. However, responses to Section IV could be compared since they consisted of general attitudes toward teaching and education. To compare the two means, a t-test was computed. The computed value was -.31, not significant at the .05 level.

Section I: HDP TRAINING

Section I contained 11 items measuring attitudes towards HDP Training. The most favorable consideration was given to item 5 ("Watching the consultant do 'magic circles' was useful") followed by item 1 ("My HDP Training workshop was an exciting experience"). No item in this section received an unfavorable response.

Section II: PROGRAM MATERIALS

Fourteen items comprised Section II. The most enthusiastic response by teachers was to item 47 ("I think the aims of the program are useful to children's learning"). Again, no item was rated low.

Section III: HDP CONTENT

Among the twelve items comprising this subtest, item 90 ("The HDP is primarily for emotionally troubled children") received a highly negative response by the teachers. Since this response is favorable, the mean was high (4.56 out of a possible 5 points). The greatest disagreement also occurred on this section where the meaning of social interaction was not clear to many of the respondents (mean = 2.76).

Section IV: EDUCATION SURVEY

Of the twenty items in this section, there were a number of items that tended to separate teachers who participated in the HDP from control teachers who did not. Items 121, 126, 134, 137, and 138 were most discriminating.

121. On this item, experimental teachers believed that the goals of education should be determined by the needs of children and by the larger demands of society to a much greater extent than did control teachers.

126. As might be anticipated, experimental teachers tended to disagree with the notion that "subject matter" is the single most important phase of education, while the control teachers generally agreed.

134. The keyed response to this item was "Strongly Agree" meaning that "discipline should be governed by long-range interests of children and well-established standards." On this item, control teachers agreed to a greater extent than did those in the experimental group. The meaning of this item is, however, open to question since it contains two conditions that are not necessarily compatible.

137. A "Strongly Agree" response to this item means that teachers believe that children should be allowed more freedom in the classroom. Control group teachers did not agree with this item, while experimental group teachers did.

138. Agreement with this item presumes that learning is primarily a cognitive function. Experimental group teachers disagreed with this contention, while it was accepted among the control group.

Summary and Conclusions

During the summer of 1971, 68 pupils took part in Project C.H.I.L.D. As initially perceived by their teachers, these students were rated about average on the Behavior Check List for Teachers and Parents. At the outset of the program, teachers and parents did not rate children in the same way. At the end of the summer program, teachers judged that 79 percent of the students improved somewhat or markedly while others either failed to improve or were rated lower (six pupils). By the end of summer, parents and teacher ratings

were in much greater accord. Parent responses to each workshop session were obtained and analyzed. All ratings were highly favorable.

In Phase II, three workshops for parents and teachers were scheduled. Using a bi-polar rating scale, participants were asked to evaluate each workshop. Mean responses indicated a high evaluation for each session by all participants. In June 1972, teachers who had participated in the project were asked to evaluate its effectiveness using four Likert-type scales. Item analysis data and means for each of the four scales demonstrated a high degree of teacher satisfaction. In comparison with a control group of teachers not participating in the project, no significant differences were found on the scale that measured general attitude toward teaching. Where there were item differences that were large, however, they favored teachers who participated in the project.

TEACHER EVALUATION OF PROJECT C.H.I.L.D.

Gil Sax, Educational Psychology, University of Washington

Dear Teacher:

I have been asked to gather information from teachers on Project C.H.I.L.D. It is essential that we get this information before school is out. Please respond to the following questions using a No. 2 pencil and the enclosed I.B.M. form and return to me in the addressed envelope.

Thanks,

Gil Sax, Ph.D.
Educational Psychology Department
University of Washington

INSTRUCTIONS:

Fill in grade and school. Use the following scale to indicate your agreement or disagreement on each question:

Strongly Agree:	"a"	Disagree:	"d"
Agree:	"b"	Strongly Disagree:	"c"
Uncertain:	"e"		

For example, if you strongly agree with a statement, you would pencil the short space beneath the letter "a" in the appropriate section with the IBM answer sheet and question numbers corresponding. However, if you should happen to disagree with it, you would pencil the short space beneath the letter "d". Please use the back of the IBM form for your additional comments. Do not fold the IBM sheet.

SECTION 1: H.D.F. TRAINING

_____1. My H.D.F. training workshop was an exciting experience.

_____2. I felt that the leader of the Workshop was not effective.

_____3. I felt that the workshop lead to constructive changes in my style of teaching.

_____4. The video-tape recording and playback of demonstration "magic circles" was a useful part of the workshop.

_____5. Watching the consultant do "magic circles" was useful.

_____6. The sequence of learning during the workshop was useful.

Continued....

____7. I feel that we did not have enough time during the workshops.

____8. It is useful to watch other teachers do "magic circles."

____9. The workshop was well designed to teach me how to do "magic circles."

____10. The results of "magic circles" have not been worth the time the workshop required.

____11. I feel competent in doing "magic circles" with my class.

NOTE:
Skip to
Section II
of Answer Sheet:

SECTION II: PROGRAM MATERIALS

____41. The lesson plans are complete and meaningful.

____42. Many lesson plans are not clear.

____43. I can see the need for many changes in the lesson plans to make them more effective.

____44. The lesson topics hold the interest of the children.

____45. The sequence of lessons seems well planned.

____46. I would recommend the H.D.P. program to a new teacher.

____47. I think the aims of the program are useful to children's learning.

____48. I am definitely going to continue using the program next year.

____49. There seems to be good support for the program at my grade level.

____50. Teachers should work together on this program.

____51. I would be willing to demonstrate a circle to other teachers.

____52. I feel that the Human Development Program doesn't fit in with the rest of the curriculum.

____53. The Human Development Program should be part of training for new teachers.

____54. I have used the resource materials in the Project C.H.I.L.D. Library.

Continued....

SECTION III: H.D.P. CONTENT

NOTE:
Skip to
Section III
of Answer Sheet:

___81. Feelings should be stressed more than thoughts or behavior.

___82. In H.D.P. "Mastery" means how well a child does in school.

___83. In H.D.P., "Awareness" runs through the entire program.

___84. Social Interaction refers to the child's ability to adjust to society.

___85. A withdrawn child should be excluded from "magic circles."

___86. Teachers should model the consultant's "style" to be effective.

___87. "Magic circles" should be a daily classroom activity.

___88. Fifteen to twenty kids is the best size for "magic circles."

___89. Most circles will run for 1/2 hour to do a lesson completely.

___90. The Human Development Program is primarily for emotionally troubled children.

___91. A child should be strictly encouraged to reveal things that scare him.

___92. H.D.P. is intended to prevent rather than cure social and emotional problems.

Continued: Go to Section IV, next page.

INSTRUCTIONS: Given below are 20 statements on educational ideas and problems about which we all have beliefs, opinions, and attitudes. We all think differently about such matters, and this scale is an attempt to let you express your beliefs and opinions. Respond to each of the items as follows, making certain that your answers are placed in Section IV of the I.B.M. sheet beginning with number 121:

Strongly Agree:	"a"	Disagree:	"d"
Agree:	"b"	Strongly Disagree:	"e"
Uncertain:	"c"		

For example, if you strongly agree with a statement, you would pencil the short space beneath the letter "a" in Section IV of the IBM sheet, the answer sheet and question numbers corresponding. However, if you should happen to disagree with it, you would pencil the short space beneath the letter "d". Respond to each statement as best you can. Go rapidly but carefully. Do not spend too much time on any one statement; try to respond and then go on.

_____121 The goals of education should be dictated by children's interests and needs, as well as by the larger demands of society.

_____122 No subject is more important than the personalities of the pupils.

_____123 Schools of today are neglecting the three R's.

_____124 The pupil-teacher relationship is the relationship between a child who needs direction, guidance, and control and a teacher who is an expert supplying direction, guidance, and control.

_____125 Teachers, like university professors, should have academic freedom--freedom to teach what they think is right and best.

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_____128 The traditional moral standards of our children should not just be accepted; they should be examined and tested in solving the present problems of students.

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_____139 In a democracy, teachers should help students understand not only the meaning of democracy but also the meaning of the ideologies of other political systems.

_____140 Children need and should have more supervision and discipline than they usually get.

* * * * * * * * * * *

WRITE ANY COMMENTS ON THE BACK OF THE IBM SHEET.

MATCH YOUR NUMBERING ON THE IBM SHEET WITHIN SECTIONS.

DO NOT FOLD I.B.M. SHEET

Appendixes

TAHOMA SCHOOL DISTRICT #409

Project C.H.I.L.D.

Behavior Check List For Teachers And Parents

Form 71-1

Name of Child _____ Relationship to Child _____

Your Name _____ Parent: _____

Teacher: _____

Other: (explain) _____

Instructions: A series of questions about childrens' behavior are listed below. Your job is to make accurate observations about a child, concerning each of the areas listed. To help you do this, we have included paragraphs describing two opposite ways that a child could behave related to each of the questions.

Read the paragraphs for each questions. Decide where you think the child's behavior generally fits, between these two extremes (toward one end or in the middle). Place a check mark on the line, below the paragraphs, indicating your choice for each question. Work through all of the questions in this way. Please ask for further instructions if this is not clear. Try to be as accurate and candid as you can in describing your opinion on each question.

1. (I.)

Child seems to have a great deal of trouble with new knowledge. Can't seem to pay attention to new things or pick them up very quickly when exposed to new things.

Child is very capable of "picking up" everything that he sees & hears the first time that he is exposed to it. Never needs to have things explained, but rather, seems to spontaneously understand things well.

-3 -2 -1 0 1 2 3

2. (I.A.I.)

Never seems to know what to do. Needs constant re-explaining. Flighty attention. Poor habits of concentration.

Does not need directions repeated often. Always able to do work on tasks on his own after being shown how. Attention span very good.

-3 -2 -1 0 1 2 3

ED 080581

TM 003 097

3. (I.A.2.)

Even after long observing cannot distinguish obvious differences. Observes few or no details. Limited progress in certain senses.

Able quickly and clearly to see differences. Can distinguish between shapes. Distinguishes details easily.

-3 -2 -1 0 1 2 3

4. (I.B.)

Child has a great deal of trouble understanding the emotions or expressions of feeling which other people express to him. Often misunderstands people when they try to explain how they feel about things.

Child seems very perceptive of differences in the way people act toward him. Will often seem to "just know" when another person feels sad or happy, without any verbal communications. Seems to sense subtle changes in the moods of others.

-3 -2 -1 0 1 2 3

5. (II.A.)

Child seems generally unable to "put things together" in his mind. Forgets things quickly and seems to have great difficulty understanding how related facts go together.

Child picks up the relationships between facts very quickly and seems to understand how facts "fit together" with little effort. Never needs explanations about complicated ideas. Rather, he understands so quickly that it amazes adults.

-3 -2 -1 0 1 2 3

6. (II.A.1.)

Foggy grasp of reality, material objects. Frequently "all mixed up". Mixes up objects. Confuses distinguishing features which identify objects.

Clear grasp of identifying features of elements in child's world. Able to recognize differences between such objects as circles and ovals. Evidences clarity of grasp in using percepts in conversation and in other tasks where applicable.

-3 -2 -1 0 1 2 3

7. (II.A.2.)

Child has great deal of difficulty in understanding ideas such as bigger, smaller, louder, softer, etc. Has trouble deciding on questions such as this; where he has to make a series of discriminations between objects and place them in order.

Child finds it easy to make a series with objects or ideas. Can quickly rank in order things or ideas according to size, shape, importance, etc.

-3	-2	-1	0	1	2	3

8. (II.A.3.)

Lacks understanding of meaning of even small numbers like 1, 2, 3, etc. Not able to tell age with understanding.

Good understanding of meaning of numbers. Can do simple addition, subtraction and multiplication. Applies concepts outside classroom.

-3	-2	-1	0	1	2	3

9. (II.A.3.)

Recognizes few, if any of the letters of the alphabet. Knows only a few of the sounds. Small interest in verbal tasks.

Recognizes all letters of alphabet and their sounds. Seems to recognize many different kinds of letters even though their shapes are slightly different.

-3	-2	-1	0	1	2	3

10. (II.A.4.)

Child seems to have a lot of trouble deciding what he is going to say. Words don't come easy and he is often confused about picking ideas to get across. Doesn't know what to say first & often seems unable to decide on ways to get an idea straight.

Child always picks ways of saying things that are exactly how he thinks. Has meaningful & appropriate words for what he is trying to say.

-3	-2	-1	0	1	2	3

11. (II.B.)

Child has poor idea of why he feels the way he does. Seems to have a great deal of difficulty in understanding his own emotions. Has trouble interpreting how others feel about him and seems confused about the reactions of others.

Child always seems to have a correct understanding of how emotions operate and understanding the way others feel toward him. He sees the reasons for his own feelings and seems to understand and accept his own uniqueness. Feels comfortable with himself.

-3 -2 -1 0 1 2 3

12. (III.A.)

Unable to express self. Words come out all jumbled. Seldom speaks in complete sentences. Tends to be uncommunicative. Uses minimum of words to express needs.

Uses complete sentences in speaking. Always knows what he wants to say and says it clearly. Language is easily understood. Words follow correct sequence.

-3 -2 -1 0 1 2 3

13. (III.A.1.)

Still has babyish vocabulary. Uses same words over and over. Limited vocabulary. Lacks interest in learning new words.

Uses words beyond the normal range for age and understands meanings of these words. Considerable interest in new or advanced words.

-3 -2 -1 0 1 2 3

14. (III.A.2.)

Child is very unexpressive in his body movements, facial expressions, etc. Generally has one or two expressions on his face and his ability to communicate what he is thinking in this way is limited. Seems very reserved about expressing himself. Uses gestures very little when talking.

Child is very expressive in his body movements, range of facial expressions, etc. It's easy to "see" what he is thinking because he can express a lot of things with few words. Uses a lot of gestures when he talks in order to better explain himself to others.

-3 -2 -1 0 1 2 3

15. (III.B.1.)

Unable to accomplish most of the practical life tasks. Difficulty in dressing and undressing self. Lacks control in use of broom, polish rag, etc. Little ability in practical life tasks.

Dresses and undresses self efficiently. Pours without spilling. Always uses correct methods in practical life tasks. Carries over learning into daily routine.

-3 -2 -1 0 1 2 3

16. (III.B.2.)

Lacks control: has trouble holding pencil, scissors, etc. correctly. Is unable to cut even around large objects, or follow large lines. Unable to or has difficulty in tracing stencils. Most always outside lines in coloring.

Able to use pencil to draw some details. Able to cut around small corners, etc. Able to trace objects well, even those with some detail. Able to do an excellent job of coloring within lines. Can use small items without trouble.

-3 -2 -1 0 1 2 3

17. (III.C.)

Generally has the attitude "I can't do it". Feels insufficient about carrying out any task. Is constantly asking teacher for help. Follows teacher or other children around.

Has positive attitude in doing a task. Feels confident that he can do whatever he sets out to do. An individual. Prefers to be leader.

-3 -2 -1 0 1 2 3

18. (III.C.)

Does not want anything to do with other children. Prefers to work alone. Rejects help from other children. Almost no consideration for others. Wants to be boss in group activity. Knocks down other's projects, tattles on others continually.

Gets along very well with peers. Very willing to share with others. Likes to participate in group activities. Very considerate of others. Enjoys working with group on projects.

-3 -2 -1 0 1 2 3

19. (III.C.)

Rejects adult help. Fearful or resentful in presence of adult. Unresponsive. Sullen. Tends to avoid contact with adults if possible.

Gets along very well with adults. Is open, friendly and responsive. Feels comfortable with adult suggestions & will listen to helpful comments. Expresses feelings openly with adults & tries to work out disagreements.

-3 -2 -1 0 1 2 3

20. In your opinion, how does this child compare with other children his age in his preparation for school?

Child seems to lack a lot of the skills that other kids his age have. Seems to be slow in learning the academic, social and physical skills which will enable him to be an interested, involved and successful student.

Child seems to be extremely well prepared with the academic, social, & physical skills that kids need to be interested, involved, & successful in school. Seems much better prepared than other kids his age.

-3 -2 -1 0 1 2 3

(Rater Accuracy)

How confident are you that you have accurately described the behavior of this child?

Not sure, could easily have an inaccurate or incomplete picture of the child's behavior.

Very confident. Have seen him in all sorts of situations & feel that I know all his behaviors.

-3 -2 -1 0 1 2 3

Session #.....

Form II

TAHOMA SCHOOL DISTRICT #409

Speaker Evaluation Form

Directions: Rate this session by placing an X in the space that most characterizes your conception of this session. For example, if you thought the session was good, place an X in the first box; if bad, place the X in box 8. Values may be checked from 1 to 8 depending on how strongly you feel. Please respond to all questions (A-I).

		1	2	3	4	5	6	7	8	
A	Good									Bad
B	Important									Unimportant
C	Useful									Useless
D	Pleasant									Unpleasant
E	Valuable									Worthless
F	Strong									Weak
G	Beautiful									Ugly
H	Interesting									Boring
I	Fair									Unfair

How might this session have been improved?

What was the most important idea you received from this session?

What was the least important idea you received from this session?

TEACHER EVALUATION OF PROJECT C.H.I.L.D.

Gil Sax, Educational Psychology, University of Washington

Dear Teacher:

I have been asked to gather information from teachers on Project C.H.I.L.D. It is essential that we get this information before school is out. Please respond to the following questions using a No. 2 pencil and the enclosed I.B.M. form and return to me in the addressed envelope.

Thanks,

Gil Sax, Ph.D.
Educational Psychology Department
University of Washington

INSTRUCTIONS:

Fill in grade and school. Use the following scale to indicate your agreement or disagreement on each question:

Strongly Agree:	"a"	Disagree:	"d"
Agree:	"b"	Strongly Disagree:	"e"
Uncertain:	"c"		

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SECTION 1: H.D.F. TRAINING

____1. My H.D.F. training workshop was an exciting experience.

____2. I felt that the leader of the Workshop was not effective.

____3. I felt that the workshop lead to constructive changes in my style of teaching.

____4. The video-tape recording and playback of demonstration "magic circles" was a useful part of the workshop.

____5. Watching the consultant do "magic circles" was useful.

____6. The sequence of learning during the workshop was useful.

Continued....

_____7. I feel that we did not have enough time during the workshops.

_____8. It is useful to watch other teachers do "magic circles."

_____9. The workshop was well designed to teach me how to do "magic circles."

_____10. The results of "magic circles" have not been worth the time the workshop required.

_____11. I feel competent in doing "magic circles" with my class.

NOTE:
Skip to
Section II
of Answer Sheet:

SECTION II: PROGRAM MATERIALS

_____41. The lesson plans are complete and meaningful.

_____42. Many lesson plans are not clear.

_____43. I can see the need for many changes in the lesson plans to make them more effective.

_____44. The lesson topics hold the interest of the children.

_____45. The sequence of lessons seems well planned.

_____46. I would recommend the H.D.P. program to a new teacher.

_____47. I think the aims of the program are useful to children's learning.

_____48. I am definitely going to continue using the program next year.

_____49. There seems to be good support for the program at my grade level.

_____50. Teachers should work together on this program.

_____51. I would be willing to demonstrate a circle to other teachers.

_____52. I feel that the Human Development Program doesn't fit in with the rest of the curriculum.

_____53. The Human Development Program should be part of training for new teachers.

_____54. I have used the resource materials in the Project C.H.I.L.D. Library.

Continued....

SECTION III: H.D.P. CONTENT

NOTE:
Skip to
Section III
of Answer Sheet:

____81. Feelings should be stressed more than thoughts or behavior.

____82. In H.D.P. "Mastery" means how well a child does in school.

____83. In H.D.P., "Awareness" runs through the entire program.

____84. Social Interaction refers to the child's ability to adjust to society.

____85. A withdrawn child should be excluded from "magic circles."

____86. Teachers should model the consultant's "style" to be effective.

____87. "Magic circles" should be a daily classroom activity.

____88. Fifteen to twenty kids is the best size for "magic circles."

____89. Most circles will run for 1/2 hour to do a lesson completely.

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WATCH YOUR NUMBERING ON THE IBM SHEET WITHIN SECTIONS.

DO NOT FOLD I.B.M. SHEET